

**THE MANAGEMENT OF CURRICULUM CHANGE IN BASIC
SCHOOLS IN MONGU TOWNSHIP IN ZAMBIA**

by

FRANK BUZIKE SIPATONYANA

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DEDICATION

This thesis is dedicated to the following beloved members of my family: my beloved late son, Joel Mungwaluku Buzike Sipatonyana; my beloved wife, Connie Mwiya Mukatimui; my beloved three sons: Andrew Sipatonyana Sipatonyana, Chris Mwiya Sipatonyana and Frank Buzike Sipatonyana; my beloved daughters: Ruth Mbololwa Sipatonyana and Martha Namatama Nosiku Sipatonyana; my beloved mother, Ma Limbembe Namatama Mungwaluku; my beloved late father, Christopher Buzike Sipatonyana, who cared for me to complete my primary school education at Nangula Primary School; my beloved late brother, Ricks Sipatonyana Sipatonyana, who sponsored me to complete my secondary school education at St. Johns Secondary School in Mongu Township; my two beloved late sisters, Sharon Mbolwa Sipatonyana and Margaret Limbembe Sipatonyana.

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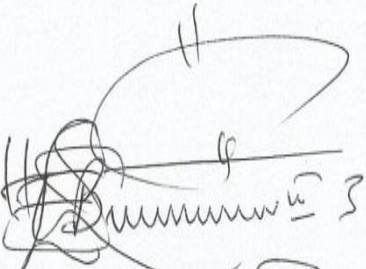
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DECLARATION

I declare that the research report entitled THE MANAGEMENT OF CURRICULUM CHANGE IN BASIC SCHOOLS IN MONGU TOWNSHIP IN ZAMBIA is my own work, and that all sources used or quoted have been indicated or acknowledged by means of complete references.



FRANK BUZIKE SIPATONYANA
01.07.19

ABSTRACT

The researcher undertook a study of the management of curriculum change in basic schools in Mongu Township in Zambia with a view to provide recommendations for improvement in the management of curriculum change. A conceptual analysis of key concepts relevant to the research was done in Chapter 2, while Chapter 3 presented how curriculum change was managed in several other countries. This formed the theoretical basis for directing the empirical study. For the qualitative empirical study two basic schools were investigated out of the 10 schools in Mongu Township in the Western Province of Zambia. The basic research objective of the empirical research was to investigate the management of curriculum change provided by the managers and class teachers. The qualitative research strategy adopted was a case study. The research methods that were used to collect empirical data were semi-structured, unstructured, and focus group interviews, institutional and classroom observations, and document analyses. The researcher discovered that the management of curriculum change, the implementation of the educational programmes and the interpretation of the educational policies were inadequately executed in the studied schools. Research findings inter alia also indicated: that the managers and class teachers were found to possess inadequate management skills; that professional capacity building programmes had little impact on managing curriculum change; that the job descriptions and management roles of the managers and class teachers were not adequately executed to conform to the management functions model which was used to describe how curriculum change should be managed. The institutional and classroom challenges experienced by the managers and teachers contributed to the inadequate execution of their curriculum management tasks. It was possible for the researcher to indicate many shortcomings in the management of curriculum change and change processes, and to make meaningful recommendations to address them.

KEY TERMS

Curriculum, curriculum change, managing curriculum change, management functions model, management roles, case study, Mongu Township, basic schools.

ISIFINYEZO ESIQUKETHE UMONGO WOCWANINGO

Umcwaningi wenze ucwaningo lokuphatha ukushintshwa kwekharikhyulamu ezikoleni eziyisisekelo sokuqala emaLokishini aseMongu eZambia ngomqondo wokwenza izincomo ngokuthuthukiswa ukuphathwa koshintsho lwekharikhyulamu. Uhlaziyo lwemiqondo esemqoka kucwaningo lwenziwe kwiSahluko 2, kanti iSahluko 3 sibeka indlela yokuthi ukuphathwa koshintsho lwekharikhyulamu kwenziwe kanjani emazweni ambalwa. Lokhu kube yisisekelo sethiyori yocwaningo olwenziwe ngezinto ezibambekayo ngaphandle. Ukwenza ucwaningo ngaphandle lwe-qualitative, empirical kuphenyisiswe ngezikole ezimbili zesisekelo phakathi kwezikole ezilishumi zaseLokishini laseMongu kwiProvinsi (isifundazwe) seNtshonalanga saseZambia. Injongo enkulu yocwaningo lwesisekelo lwangaphandle bewukuphenyisisa ngokuphathwa koshintsho lwekharikhyulamu okwenziwa ngabaphathi kanye nothisha bamaklasi. Kwenziwe i-case study njengesu lokwenza ucwaningo lwe-qualitative research. Izindlela zocwaningo ezisetshenzisiwe ukuqoqa i-empirical data, kusetshenziswe amaqembu okugxila ngezingxoxo ngokwenza ama-semi-structured, kanye nama-unstructured interview, kanye nokubukela ngokuqaphela ukusebenza kwamaklasi ezikhungweni kanye nokuhlaziya imibhalo. Umcwaningi uthole ukuthi ukuphathwa kwekharikhyulamu, ukusetshenziswa kwezinhlelo zemfundo kanye nokutolikwa kwemigomo yezemfundo kwakungasetshenziswa ngokwanele ezikoleni okucwaningwe ngazo. Imiphumela yocwaningo phakathi kokunye, ikhombise: ukuthi abaphathi kanye notshisha bamaklasi abanawo amakhono alingene okuphatha; nokuthi izinhlelo zobuprofeshini zokuthuthukisa amakhono zaba nomphumela omncane ekuphathweni koshintsho lwekharikhyulamu; kanti futhi ukuchazwa kokwenziwa komsebenzi kanye nezindima zokuphatha kwabaphathi kanye nothisha bamaklasi kwakungalandelwa ngokwanele ukuze kulandele imodeli yemisebenzi yezokuphatha, okwakusetshenziswa ukuchaza ukuthi ukushintshwa kwekharikhyulamu kumele kuphathwe kanjani. Izinselele ezikhona ezikhungweni nasemagumbini okufunda, abaphathi nothisha abahlangabezana nazo zaba nomthelela ekuphathweni ngokungenele kwemisebenzi yokuphatha ikharikhyulamu. Kwakhonakala ukuthi umcwaningi akhombise ukuntengantenga okukhulu kwezokuphathwa koshintsho lwekharikhyulamu kanye nokushintsha izinqubo zoshintsho, kanti futhi nokwenza izincomo ezibambekayo zokubhekana nokuntengantenga.

KHUTSOFATŠO

Monyakišiši o dirile nyakišišo ya taolo ya phetošo ya kharikhulamo ka dikolong tša motheo tša Lekheišene la Mongu go la Zambia ka kgopolo ya go fa ditšhišinyo tša kaonafatšo taolong ya phetošo ya kharikhulamo. Tshekatsheko ya kgopolo ya dikgopolo tše bohlokwa go nyakišišo e dirilwe ka go Kgaolo ya 2, mola Kgaolo ya 3 e bolela ka ga ka fao phetošo ya kharikhulamo e laotšwego ka dinageng tše dingwe tša go balega. Se se bopile motheo wa teori wa go hlahla nyakišišo ya epirikale. Go nyakišišo ya epirikale ya khwalithethifi, dikolo tše pedi tša motheo di nyakišišitšwe go tšwa go dikolo tše lesome tša Lekheišene la Mongu ka Profenseng ya Bodikela bja Zambia. Maikemišetšo a motheo a nyakišišo ya epirikale e be e le go nyakišiša taolo ya phetošo ya kharikhulamo ye e fiwago ke balaodi le barutiši. Nyakišišokakaretši e amogetšwe bjalo ka leano la nyakišišo ya khwalithethifi. Mekgwa ya nyakišišo yeo e šomišitšwego go kgoboketša datha ya epirikale e be e le dipoledišano tša sebopego sa seripa, tša go hloka sebopego, le tša tebantšho ya sehlopha, tša institšhušene le ditlhokomelo tša ka phapošing ya borutelo, le ditshekatsheko tša tokomane. Monyakišiši o utulotše gore taolo ya phetošo ya kharikhulamo, phethagatšo ya mananeo a thuto le tlhathollo ya dipholisi di be di sa phethagatšwe ka go lekana ka dikolong tše di nyakišišitšwego. Dikutullo tša nyakišišo magareng a tše dingwe gape di laeditše: gore balaodi le barutiši ba phapoši ya borutelo ba hweditšwe go ba ba na le mabokgoni a taolo a go hlaelela; gore mananeo a kago ya bokgoni a profešenale a na le khuetšo ye nyane godimo ga go laola phetošo ya kharikhulamo; le gore ditokomane tša tlhaloso ya mošomo le mešomo ya taolo ya balaodi le barutiši ba phapoši ya borutelo ga se di phethagatšwe ka go lekana go latela mmotlolo wa mešomo ya balaodi, yeo e šomišitšwego go hlalosa ka fao phetošo ya kharikhulamo e swanelago go laolwa. Ditlhotlo tša institšhušene le tša phapoši ya borutelo tše di lemogilwego ke balaodi le barutiši di bile le seabe go phethagatšo ye e sa lekanego ya mešongwana ya taolo ya kharikhulamo ya bona. Monyakišiši o kgonne go laetša ditlhaelelo tše ntši ka taolong ya phetošo ya kharikhulamo le ditshepetšo tša phetošo, le go dira ditšhišinyo tša go kwagala go di lokiša.

TABLE OF CONTENTS

Dedication	i
Acknowledgement	ii
Declaration	iii
Abstract and key terms	iv
Table of Contents	v
Appendices.....	xi
Lists of Figures and Tables	xiii
Abbreviations and acronyms.....	xiv

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1	INTRODUCTION	1
1.2	CURRICULUM CHANGES AND INNOVATIONS IN ZAMBIA	3
1.2.1	General overview	4
1.2.1.1	The colonial curriculum development from the period 1924-1964.....	4
1.2.1.2	The post-colonial curriculum development from 1964 to 1991	5
1.2.1.3	Curriculum development from 1991	5
1.2.2	A more comprehensive explication	7
1.2.2.1	Dynamic changes of the curriculum in Zambia since independence	8
1.2.2.2	The Zambia Basic Education Curriculum of 1998	13
1.2.2.3	The Zambia Teacher Education Curriculum of 2000 to date	14
1.3	MOTIVATION FOR THE STUDY	16
1.4	RESEARCH PROBLEM.....	17
1.4.1	Research questions	20
1.4.2	Research aim and objectives.....	21
1.5	RESEARCH DESIGN AND METHODOLOGY	21
1.5.1	Qualitative approach.....	22
1.5.2	Sampling	23
1.5.3	Data collection techniques	23
1.5.3.1	Interviews	23
1.5.3.2	Observations	26

1.5.3.3	Field notes.....	26
1.5.3.4	Document Analysis	27
1.6	CLARIFICATIONS OF CONCEPTS	27
1.7	CHAPTER DIVISION	29
1.8	CONCLUSION.....	30

CHAPTER TWO: A CONCEPTUAL FRAMEWORK FOR THE MANAGEMENT OF CURRICULUM CHANGE

2.1	INTRODUCTION	31
2.2	THE MEANING OF MANAGEMENT IN MANAGING CURRICULUM MANAGEMENT	33
2.3	THE MEANING OF CHANGE IN CURRICULUM CHANGE	35
2.4	THE MEANING OF CURRICULUM IN MANAGING CURRICULUM CHANGE.....	39
2.4.1	Formal curriculum change	41
2.4.2	The role of a hidden curriculum	43
2.4.3	The relevance of a localised curriculum	44
2.4.3.1	The localised school core-curriculum.....	44
2.4.3.2	The localised school co-curriculum.....	45
2.5	MANAGEMENT FUNCTIONS MODEL.....	45
2.5.1	Planning in managing curriculum change	47
2.5.1.1	Curriculum documents in planning curriculum change.....	49
2.5.1.2	Policy imperatives in planning curriculum change	51
2.5.1.3	Planning curriculum change at the institutional level.....	52
2.5.1.4	Planning curriculum change at the head teacher level.....	55
2.5.1.5	Planning curriculum change at the class teacher level	56
2.5.2	Organising curriculum change at the school level.....	58
2.5.3	Leading curriculum change at the school level	61
2.5.3.1	Vision in leading curriculum change at the school level	66
2.5.3.2	Mission in leading curriculum change at the school level.....	70
2.5.4	Controlling curriculum change at the school level	71
2.5.4.1	Supervision in curriculum change	72
2.5.4.2	Monitoring and evaluation in curriculum change.....	72
2.6	OTHER RELEVANT ISSUES IN MANAGING CURRICULUM CHANGE	

	AT THE SCHOOL LEVEL.....	73
2.7	NEGATIVE FACTORS AFFECTING THE MANAGEMENT OF CURRICULUM CHANGE	78
2.8	MANAGING RESISTANCE TO CURRICULUM CHANGE	83
2.8.1	Strategies executed to reduce resistance in managing curriculum change	83
2.9	CONCLUSION.....	85

CHAPTER THREE

INTERNATIONAL PERSPECTIVES ON THE MANAGEMENT OF CURRICULUM CHANGE

3.1	INTRODUCTION	86
3.2	CURRICULUM CHANGE AND CHANGE PROCESSES IN EUROPE.....	87
3.2.1	Managing curriculum change and change processes in some selected schools in Finland	90
3.2.2	Managing curriculum change in England	93
3.2.3	The management of curriculum change and change processes in Sweden	101
3.2.4	The management of curriculum change and change processes in Ireland.....	104
3.3	MANAGING CURRICULUM CHANGE AND CHANGE PROCESSES IN SELECTED EAST ASIA COUNTRIES.....	108
3.4	THE MANAGEMENT OF CURRICULUM CHANGE IN TWO SELECTED SCHOOLS IN THE USA	112
3.5	THE MANAGEMENT OF CURRICULUM CHANGE AND CHANGE PROCESSES IN UGANDA.....	115
3.6	CONCLUSION.....	117

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1	INTRODUCTION	118
4.2	RESEARCH OBJECTIVES	118
4.3	RESEARCH DESIGN	119
4.4	THE QUALITATIVE RESEARCH APPROACH	120
4.5	THE ROLE OF A QUALITATIVE RESEARCHER	122

4.6	CASE STUDY	123
4.7	THE SELECTION OF RESEARCH PARTICIPANTS	124
4.7.1	Sampling	125
4.7.2	Sampling methods	126
4.7.2.1	Purposive sampling.....	126
4.7.2.2	Convenient sampling	130
4.8	DATA COLLECTION TECHNIQUES	130
4.8.1	Interviews	130
4.8.1.1	Casual conversational interviews	132
4.8.1.2	Unstructured interviews.....	133
4.8.1.3	Semi-structured interviews	133
4.8.1.4	Focus group interviews.....	134
4.9	OBSERVATIONS.....	136
4.10	FIELD NOTES	140
4.11	DOCUMENT INFORMATION.....	141
4.12	TRIANGULATION	142
4.13	DATA ANALYSIS	143
4.15	TRUSTWORTHINESS: CREDIBILITY, RELIABILITY, VALIDITY AND TRANSFERABILITY	145
4.15.1	Credibility	145
4.15.2	Reliability/dependability	145
4.15.3	Transferability.....	146
4.16	ETHICAL CONSIDERATIONS iN DATA COLLECTION.....	147
4.16.1	Confidentiality and secrecy	147
4.16.2	Informed consent	148
4.16.3	Accessibility and acceptance	149
4.16.4	Management of research participants	149
4.17	CONCLUSION.....	150

CHAPTER FIVE

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF THE RESEARCH FINDINGS

5.1	INTRODUCTION	151
5.2	CHARACTERISTICS OF THE RESEARCH PARTICIPANTS AND CONDITION OF SCHOOL PREMISES AND OFFICE SPACE	152
5.2.1	Characteristics of the research participants	152
5.2.2	Condition of school premises	155
5.2.3	Condition of offices	156
5.2.3.1	Offices of the head teachers.....	156
5.2.3.2	Offices of the deputy head teachers.....	156
5.2.3.3	Offices of the senior teachers	157
5.3	PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF THE RESEARCH FINDINGS	158
5.3.1	Factors impacting on the effective management of curriculum change	159
5.3.1.1	Effective communication in managing curriculum change	159
5.3.1.2	The institutional strategic plan and work plans	163
5.3.1.3	Continuing Professional Development (CPD).....	165
5.3.1.4	Implementation of the planned teaching schedules	173
5.3.1.5	Effects of motivation in managing curriculum change.....	174
5.3.2	The management roles in managing curriculum change	176
5.3.2.1	Management roles of the basic school head teachers	177
5.3.2.2	Management roles of the basic school deputy head teachers	182
5.3.2.3	Management roles of the basic school senior teachers.....	184
5.3.2.4	Management roles of the basic school class teachers	185
5.3.2.5	Management accountability for results.....	187
5.3.3	Negative factors impacting on the management of curriculum change	190
5.3.3.1	Challenges encountered in managing curriculum change	190
5.3.3.2	Classroom challenges in managing curriculum change.....	204
5.4	CONCLUSION.....	224

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1	INTRODUCTION	225
6.2	A SUMMARY OF THE RESEARCH RESULTS.....	225
6.2.1	A summary of the literature research in Chapter 2: conceptual framework.....	226
6.2.2	A summary of Chapter 3: International perspectives on the management of curriculum change	227
6.2.3	A summary of research design and methods: Chapter 4	228
6.2.4	A summary of key empirical research findings: Chapter 5	229
6.2.4.1	Factors impacting on the effective management of curriculum change	229
6.2.4.2	Negative factors impacting on the management of curriculum change	235
6.2.4.3	Classroom challenges in managing curriculum change.....	240
6.3	RESEARCH CONCLUSIONS	244
6.4	RECOMMENDATIONS FROM THE STUDY	251
6.4.1	Research recommendation 1	252
6.4.2	Research recommendation 2.....	252
6.4.3	Research recommendation 3.....	252
6.4.4	Research recommendation 4.....	252
6.4.5	Research recommendation 5.....	253
6.4.6	Research recommendation 6.....	253
6.4.7	Research recommendation 7.....	253
6.4.8	Research recommendation 8.....	254
6.4.9	Research recommendation 9.....	254
6.4.10	Research recommendation 10.....	254
6.4.11	Research recommendation 11	255
6.4.12	Research recommendation 12.....	255
6.5	LIMITATIONS OF THE STUDY	255
6.6	RECOMMENDATIONS FOR FURTHER RESEARCH.....	256
6.7	CONCLUDING REMARKS	257
	BIBLIOGRAPHY	259

APPENDIXES

APPENDIX 1:

INSTITUTIONAL OBSERVATION INSTRUMENT	277
--	-----

APPENDIX 2:

HEAD TEACHER OBSERVATION INSTRUMENT	288
---	-----

APPENDIX 3:

DEPUTY HEAD TEACHER OBSERVATION INSTRUMENT	294
--	-----

APPENDIX 4:

SENIOR TEACHER OBSERVATION INSTRUMENT	299
---	-----

APPENDIX 5:

CLASS TEACHER OBSERVATION INSTRUMENT	303
--	-----

APPENDIX 6:

INTERVIEW GUIDE FOR HEAD TEACHERS	308
---	-----

APPENDIX 7:

INTERVIEW GUIDE FOR DEPUTY HEAD TEACHERS	310
--	-----

APPENDIX 8:

INTERVIEW GUIDE FOR SENIOR TEACHERS	312
---	-----

APPENDIX 9:

INTERVIEW GUIDE FOR CLASS TEACHERS	314
--	-----

APPENDIX 10:

CLASS TEACHER FOCUS GROUP INTERVIEW GUIDE	316
---	-----

APPENDIX 11:

REGISTRATION LETTER	317
---------------------------	-----

APPENDIX 12:

COLLEGE OF EDUCATION RESEARCH ETHICS CLEARANCE	318
--	-----

APPENDIX 13:

CONSENT LETTER TO THE DISTRICT EDUCATION BOARD

SECRETARY (DEBS)	320
------------------------	-----

APPENDIX 14:

CONSENT LETTER TO THE HEAD TEACHER OF SCHOOL A.....	323
---	-----

APPENDIX 15:

CONSENT LETTER TO THE HEAD TEACHER OF SCHOOL B.....	326
---	-----

APPENDIX 16:

CONSENT LETTER FOR THE HEAD TEACHERS, THE DEPUTY

HEAD TEACHERS, THE SENIOR TEACHERS AND THE CLASS TEACHERS INTERVIEWS	329
APPENDIX 17:	
CONSENT LETTER FOR THE CLASS TEACHER FOCUS GROUP INTERVIEW IN SCHOOL A	331
APPENDIX 18:	
CONSENT LETTER FOR THE CLASS TEACHER FOCUS GROUP INTERVIEW IN SCHOOL B	334
APPENDIX 19:	
CONSENT FORM FOR THE FOCUS GROUP INTERVIEW	337
APPENDIX 20:	
FOCUS GROUP CONFIDENTIALITY AGREEMENT FORM	338

LIST OF FIGURES

Fig. 2.1

Management functions model for managing curriculum change	47
---	----

LIST OF TABLES

Table 4.1

Summary characteristics of the participants in Schools A and B	129
--	-----

Table 5.1

Characteristics of the research participants in School A	153
--	-----

Table 5.2

Characteristics of the research participants in School B.....	154
---	-----

Table 5.3

Summary of characteristics of the research participants in Schools A and B	154
--	-----

Table 5.4

National examination results analysis for grade 9 internal candidates in Basic School A	188
--	-----

Table 5.5

National examination results analysis for grade 7 in School B	189
---	-----

Table 5.6

Special Education Need (SEN) children taught under inclusive education in School A	219
---	-----

ABBREVIATIONS AND ACRONYMS

ACER: Australian Council of Educational Research

ADD: Accelerated Decentralised Development

ADEA: Association of the Development of Education in Africa

ADP: Accelerated Development Programme

AGM: Annual General Meeting

AIDS: Acquired Immune Deficiency Syndrome

AIEMS: Action to Improve English, Mathematics and Science

ANC: Africa National Congress

APAS: Annual Performance Appraisal System

APRBE: Asia-Pacific Regional Bureau for Education

BESSIP: Basic Education Sub-Sector Investment Programme

BERAAC: British Educational Research Association Annual Conference

CACC: Central Africa Correspondence College

CDC: Curriculum Development

CEDU REC: College of Education Research Ethics Clearance

CHANGES: the Community Health and Nutrition, Gender and Education Support

CPD: Continuing Professional Development

CSCESR: Committee of School Curriculum Evaluation and Systematic Review

CSEN: Children with Special Education Need

CTS: Creative and Technology Study

DEBS: District Education Board Secretary

DES: Department of Education and Science

DESO: District Education Standards Officer

DHGE: Dean of Holmes Group of Education

ECCDE: Early Child Care Development and Education

ECCE: Early Child Care and Education

ECZ: Examinations Council of Zambia

EFA: Education For All

EFAGMR: Education For All Global Monitoring Report

ELC: English Language Curriculum

EMT: Education Management Training

EQUIP: Education Quality Implementation Programme

EU: European Union

FIBATA: Field Based Teaching Approach

GRACE: Grade Teacher Meetings at the Resource Centre

HIM: Head Teachers-In-Service Meetings

HIV: Human Immune Virus

HPSIP: Health Promotion Schools Initiative Programme

IBE: International Bureau of Education

ICT: Information Communitarian and Technology

IEP: Individualised Education Programme

INSPRO: Inclusive Schooling Programme

INSET: In-Service School Training

IRI: Interactive Radio Instruction

JETS: Junior Engineering Technical Science

JICA: Japan International Cooperation Agency

LEA: Local Education Authority

MARK: Mathematics Rainbow Kit

MDGs: Millennium Development Goals

MMD: Movement for Multiparty Democracy

MoE: Ministry of Education

MoESVTEE: Ministry of Education, Science, Vocational Training and Early Education

NBTL: New Breakthrough to Literacy and Languages

NCCA: National Council for Curriculum Assessment

NEBS: Nutrition Education in Basic Schools

NGO: Non-Governmental Organisation

NIF: National Implementation Framework

OBE: Outcomes Based Education

PAGE: Programme for Advanced Girl Education

PE: Physical Education

PEO: Provincial Education Officer

PHASE: Personal Hygiene and Sanitation Education

PRP: Primary Reading Programme

PSBAT: Pupils should be able to

PSCEL: Primary School Curriculum in English Language

PSEC: Primary School English Curriculum

PSSCR: Philippine Social Science Council Resource Centre

PSMC: Primary School Mathematics Curriculum

PTA: Parent Teachers' Association

ROC: Read On Course

SEN: Special Education Needs

SESO: Senior Education Standards Officer

SESTUZ: Secondary School Teachers' Union of Zambia

SFP: School Feeding Programme

SHN: School Health and Nutrition

SIC: School In-Service Co-ordinator

SIMON: School In-Service and Monitoring

SIR: School-In-Service Report

SITE: Step In To English

SMARC: Subject Meeting at the Resource Centre

SMART: Specific, measurable, attainable, realistic and time bound.

SMASE: Strengthening of Mathematics and Science in Education

MASTE: Strengthening of Mathematics, Science and Technology in Education

SNC: Swedish National Curriculum

SNE: Special Need Education

SNSP: Sixth National Strategic Plan

SPRINT: School Programme of In-Service for the Term

STI: Sexually Transmitted Infection

TGM: Teacher Group Meetings

TSC: Teaching Service Commission

UK: United Kingdom

UNESCO: United Nation Education Scientific and Cultural Organisation

UNICEF: United Nations Children Fund

UNIP: United National Independence Party

USA: United Sates of America

USAID: United Sates of America International Development

WEF: World Education Forum

WEPEP: Western Province Education Programme

ZAMISE: Zambia Institute for Special Education

ZATEC: Zambia Teacher Education Curriculum

ZATERP: Zambia Teacher Education Reform Programme

ZBEC: Zambia Basic Education Curriculum

ZIC: Zone In-Service Co-ordinator

ZPC: Zambia Primary Curriculum

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The change of the curriculum in Zambia in the final years of the previous century had many implications, such as that the content of the subjects changed. In addition, the syllabuses, the teaching and learning resources such as textbooks, the school educational programmes, the classroom teaching and learning materials, teaching methods, approaches, techniques and strategies were changed. Consequently, capacity building of the school management's technical and professional skills had to be done to suit the curriculum change and change processes. The management of curriculum change in Zambia is the concern of all the stakeholders in the education system, namely, the politicians, state policy makers, social advocates, curriculum designers, as well as the implementers at schools.

The managers in the basic schools and teachers in the classroom environment are regarded as the implementers of the curriculum change and interpreters of the education policies (Ministry of Education 2008a:25; Higgins 2007:45). It is a common understanding that the managers and teachers are not only educators, but also change makers of the education system and the teaching and learning processes. Therefore, the basic school managers and class teachers are all held answerable and accountable for the successes and failures regarding the effective management of curriculum change and change processes, as well as the interpretation of the educational policies and educational programmes (Ministry of Education 2008b:25; 2005b:34; 2010:17, 32; Higgins 2007:45). Furthermore, it is the class teachers in the classroom teaching and learning situations who own the curriculum to the largest extent and, therefore, they contribute significantly to the successes or failures in the management of curriculum change and change processes (Ministry of Education 2008b:25; Higgins 2007:45). This study focused on the management of curriculum change provided by the basic school management teams and the class teachers in the two studied basic schools in Mongu Township in Zambia.

The government in 2011 changed the name of the Ministry of Education from 'Ministry of Education' (MoE) to the 'Ministry of Education, Science, Vocational Training and Early Education' (MoESVTEE). In 2015 the government again divided the ministry into two separate

ministries: The Ministry of General Education and The Ministry of Higher Education. Currently, basic schools and secondary schools fall under The Ministry of General Education. The researcher, however, retained the original name of the ministry because all characteristics of the study, the education policy documents and the references reflected the old name of the ministry. Essentially, there were no significant changes of the educational policies or curriculum following the change of the name of the ministry. What changed was simply the name of the ministry, but every aspect of the national education system, curriculum and the education policies remained the same.

The former Ministry of Education endeavoured to change the curriculum from 1996 to 1998 to pave the way for the formulation of a new national curriculum for educators. The officially changed and adopted curriculum called the Zambia Teacher Education Curriculum (ZATEC) was piloted in three colleges of teacher education in 1998 (see discussions in paragraph 1.2.2.1c below). It was finally launched and implemented in all the ten colleges in January 2000. It is generally agreed that fundamental changes can be translated into practice and reality if change agents comprehend the rationale behind the change. Therefore, the basic school management and class teachers must first undergo some kind of professional development or training for the purpose of managing change. The idea of training the basic school managers and class teachers is fundamental to develop positive attitudes and roles congruent with the planned changes (Ministry of Education 2008b:25).

In this research, attention was also paid specifically to the challenges which influenced the effective management of curriculum change provided by the basic school managers and class teachers who share fairly common characteristics and experiences in the management of change and change processes despite the very different educational contexts they encounter (Ministry of Education 2008b:25). The research focused on the analysis of the management roles of the basic school management teams and their class teachers in managing curriculum change. The study *inter alia* provided an account of whether it was possible for the basic school managers and class teachers to handle the teaching and learning programmes. It was also important for the researcher to find out whether the basic management guidelines were adequately provided by the Ministry of General Education to assist the school managers and class teachers to interpret the stipulated government policies for the purpose of implementing curriculum change.

The study also focused on whether the goals of implementing the changed curriculum were achieved by the basic school management teams and their class teachers through correctly implementing the changed curriculum in the face of the many unprecedented management challenges (Ministry of Education 2008b:25). The factors which created critical problems in the management of curriculum change were also analysed. This study tried to critically investigate the management challenges which the school management teams and their class teachers faced.

It was important to make a thorough investigation to assess whether the then Ministry of Education was really serious with the management changes which were expected. The then Ministry of Education explicitly articulated that the management of the national curriculum required knowledge development, adequate management skills, positive attitudes and mind-sets, understanding, values and lifelong learning of the basic school managers and class teachers. Additionally, it was necessary to examine if inadequate professional values, qualifications, competencies and management skills amongst the basic school managers resulted in the delivery of quality education (Ministry of Education 1996:27; 2005a:25, 45).

Some background to curriculum changes will be presented by the researcher in the next paragraphs having provided an introduction to the theme of the study above.

1.2 CURRICULUM CHANGES AND INNOVATIONS IN ZAMBIA

Over several decades, from 1964 to early 2008, educational specialists, policy makers, planners, developers and designers of curricula depended heavily on theories to make curriculum changes, change processes and innovations a realistic endeavour (Ministry of Education 2008a:44; Higgins 2007:48). Unfortunately, very little change was achieved and not much attention was paid to the practical implications of the initiated changes and innovations in Zambia after 1964. In some cases, the ideology underpinning the changes in education was not well developed to guide how curricula were changed and managed, and how policies were interpreted. The prevailing philosophy of change did not warrant the effective and systematic delivery of quality education in Zambia in accordance with the societal demands for a relevant curriculum to be implemented for meaningful teaching and learning in all the basic schools (Ministry of Education 2008a:44; 2010:31; Higgins 2007:48).

The following paragraphs describe briefly the historical account of the development and changes of the education curriculum and educational policies in Zambia from the colonial period to the post-colonial era to date. The colonial education in Zambia could be traced far back from the missionary time, the earliest being the missionaries belonging to the Paris Evangelical Missionary Society (PEMS) who settled at Sifula in Barotseland (now Western Province) in 1887. The second phase of missionary immigrants saw the emergence of the London Missionary Society (LMS) missionaries who settled at Mbereshi in Luapula Province of Zambia in 1900 (Ministry of Education 2005b:3). The development of curriculum changes and change processes as well as the formulation of educational policies in Zambia are classified in three eras: *the colonial curriculum development from the period 1924-1964; the post-colonial curriculum development from 1964 to 1991, and the curriculum development from 1991* (Ministry of Education 2005b:3).

1.2.1 General overview

The general overview of the development of curriculum change in Zambia will be discussed beginning with the colonial curriculum development period (1924-1964), continuing with the post-colonial curriculum development from 1964 to 1991 and ending with the development of curriculum change from 1991 to date.

1.2.1.1 The colonial curriculum development from the period 1924-1964

The period 1924-1964 was the Northern Rhodesia colonial government era in which education curricula and educational policies were based on the following principles:

- unequal education opportunities between indigenous Africans and colonial settlers.
- two separate education systems for the Africans and the non-African comprising the Europeans, Asians and coloured populations.
- the African education system which was based and focused on the provision of labour for the colonial government.
- the European prestigious education which was focused on preparing colonial children for a highly developed, complex and competitive society in Europe.

- an implementation of a decentralized system through the Local Education Authority (LEA), permitting no local input from the local communities. (Ministry of Education 1996:27).

1.2.1.2 The post-colonial curriculum development from 1964 to 1991

The task of the Zambia government after 1964 was to eliminate completely the racialist system of education. The government aimed at developing the type of education that would provide opportunities for all Zambians. The education policy focused on sustaining equal education opportunities for all, providing education uniformity and the involvement of all stakeholders in education delivery (Ministry of Education 2005b:4). The focus was on the re-organisation of the education system which was based on access to all levels of education, shaping the nature of the national curriculum, retention of children in all schools, managing finances of education, teachers' recruitment and deployment, and creating ownership in the management of schools (Ministry of Education 2005b:4). Local communities were involved in managing education for their children in local schools and consequently the Parent Teachers Association (PTA) was formed in 1976 to assist in the management of school projects. It was during this era that the government embarked upon the formulation and reformation of the education curriculum called the Zambia Primary Curriculum (ZPC) and the educational policy document called '*The Education Reforms*' appeared in 1977. The Education Reforms emphasised the need to integrate study with work, stressing equal balance between education and production (Ministry of Education 2005b:4). It seemed to work out as planned.

1.2.1.3 Curriculum development from 1991

The rapid shift from a one party system to the multi-party political era in Zambia in 1991 resulted in the change of the educational curriculum and educational policy. School places in the country were in high demand because of a rapid increase in population. The new government ushered in an interim educational policy document called: '*Focus On Learning*' of 1992 (Ministry of Education 2005b:5). However, the '*Focus On Learning*' of 1992 was short lived. It was during this era that a third major national education policy document was formulated: '*Educating Our Future*' of 1996. The policy document addressed specific areas of quality education delivery in an environment of a liberalised economy and decentralised political governance system. The '*Educating Our Future*' policy document was based upon the

principles of: *“guaranteeing the liberalisation and decentralisation of education, formulating a relevant curriculum and providing diversifications in job opportunities, creating efficiency and cost effective management, enhancing capacity building and promoting cost sharing, partnership, access, equity and quality in the delivery of the national education”* (Ministry of Education 2005b:5).

Despite these notable developments, theories that were postulated to describe curriculum management in the country did not sufficiently explain the reality of curriculum management on the ground. The mismatch of theoretical frameworks with pragmatic and realistic practice resulted in most curriculum implementers and policy interpreters muddling through the changes and innovations that were planned for the management of change (Nyambe 2012a:2). There were more thoughts and implications of curriculum change and policies surrounding this management phenomenon, since change processes and innovations required a substantial paradigm shift from an essentially hypothetically-theoretically-based approach to a more pragmatic-model-based approach (Higgins 2007:48). In view of Higgins’s (2007:48) proclamation, Nyambe (2012a:1-2) attests that:

...the management of curriculum change and innovations refer to the efforts made by education authorities to change and adapt the aims and objectives of teaching and learning according to the values, cultures, philosophies and make use of the resources at their disposal in order to make education more responsive and relevant to the need of the community.

The general overview of colonial curriculum development and implementation in Zambia covers the period from 1924 to 1963 as indicated above. The general overview regarding the development of curriculum changes and change processes as well as the formulation of educational policies in Zambia have been classified above in three eras: (a) *the colonial curriculum development from the period 1924-1964*; (b) *the post-colonial curriculum development from 1964 to 1991*, and (c) *the curriculum development from 1991* (Ministry of Education 2005b:3). The following paragraphs describe a more specific overview of the curriculum development in Zambia from 1977 to 2000.

1.2.2 Curriculum changes in Zambia since independence

A more comprehensive exposition of the curriculum development in Zambia is provided next. The dynamic changes of curriculum development in Zambia since independence covers: the Zambia Primary Curriculum (ZPC) of 1977; the Zambia Basic Education Curriculum (ZBEC) of 1984 and later the Zambia Teacher Education Curriculum (ZATEC) of 2000.

Zambia saw dynamic changes of the curriculum and educational management from the colonial period to the time of independence and to the post-independence time. The first Zambian curriculum contained the remnants of the colonial curriculum that focused much attention on various issues pertaining to developing practical skills, apprenticeship, and entrepreneurial skill development in schools. Religion and health issues were among the top priorities in education (Carmody 2004: 4-7).

According to the Ministry of Education (1977:26), the Zambia Primary Curriculum (ZPC) of 1977 was the first designed and implemented curriculum in all primary schools in Zambia. The first Zambian teachers were trained to teach in primary schools in terms of the Zambia Primary Curriculum guidelines. Accordingly, the government made the necessary changes in the national curriculum to suit the identified national needs and priorities (Ministry of Education 1977:25). In consequence, the basic and fundamental changes in the curriculum that the government embarked upon were based on removing the content from the curriculum that contained topics of a European nature which was described as a racist and segregating system of education.

The government felt that it was not important to adopt content that was predominantly Eurocentric in the national curriculum (Ministry of Education 1977:26). The African content in the curriculum that was relevant to the African context of education was designed for implementation in all schools in the country. A new development that emerged following the change of the curriculum was the change of institutional status from primary schools to basic schools throughout the country (Ministry of Education 1996: 35). The change in the status from primary schools to basic schools in Zambia was done in conformity with the provision of the government policy which reflected Free and Compulsory Universal Basic Education for All by 2015. The change of the curriculum was also necessitated and mandated for implementation in accordance with the dictates of international standards of the Millennium Development Goals as it is reflected in the 2004 UNESCO policy (De Kamp, Elbers, Jan Gunning, Van de Berg &

de Hoop 2008:11). The following paragraphs present the three formulated post-colonial national curricula: the Zambia Primary Curriculum of 1977; the Zambia Basic Education Curriculum of 1992 and the Zambia Teacher Education Curriculum (ZATEC) of 1998. The Zambia Teacher Education Reform Programme (ZATERP) was a transitional curriculum which paved the way for the formulation of ZATEC.

1.2.2.1 The Zambia Primary Curriculum of 1977

The Zambia Primary Curriculum was formulated and adapted by the radical educational reforms of 1977 that led to the production of the first policy document: *The Education Reforms* of 1977. Major educational reforms and policies were implemented in the mid-1980s following the change of the curriculum. It was under the Zambia Primary Curriculum of 1977 that the programmes of what was referred to as “zambianisation” or “africanisation” were implemented by the government (Ministry of Education 1977:25). The government of the Republic of Zambia carried out, during this period, an intensive recruitment of Zambian professional teachers to replace the expatriate teachers. The zambianisation programme in education promoted the educational processes that reflected the transmission of Zambian or African thinking or a mindset shift in the way indigenous and cultural issues were interpreted in basic schools. Indigenous and cultural issues in the curriculum included issues of tradition, political systems, the philosophies and codes of behaviours, literature, music and dance (Ministry of Education 1977:25).

The Zambia Primary Curriculum contained many basic issues that reflected a broad focus on practical skills to be taught in schools. The practical skills enshrined in the policy document were intended to be introduced from an early stage of learning up to the tertiary stage (Ministry of Education 1977:27). The entrepreneurship skills that were most preferred for learning in schools included areas such as secretarial and management skills, carpentry and joinery, bricklaying and plastering, skills in accounting, electrical and electronics skills, plumbing, metal fabrics and many more skills-oriented studies (Ministry of Education 1977:27). This type of learning prepared the learners with skills for sustainable living outside of school life. It prepared learners to face the real adult life situation outside the school environment (Ministry of Education 1977:35).

The government realised, after some time, that there was a gap in the effective management of the Zambia Primary Curriculum (Ministry of Education 1977:44). Many issues were identified in the Zambia Primary Curriculum as impediments to the quality delivery of education in the country. Firstly, it was observed that the content of the curriculum was not relevant to the Zambian society. Secondly, the ineffective management of the formulated curriculum by the school managers resulted in low performance levels and inadequate learning achievements of school going children in the country (Ministry of Education 1977:37). The teaching methods and techniques, as well as the teaching and learning materials in the classrooms were not compatible with the demands of the modern educational system (Ministry of Education 1977:45). Consequently, the gaps that existed in the management of the basic school curriculum and the fact that the content of the curriculum was irrelevant for teaching and learning necessitated the change of the national curriculum from the Zambia Primary Curriculum to the Zambia Basic Education Curriculum (ZBEC) (Ministry of Education 1996:15) as discussed in paragraph 1.2.2.2 below.

The created Zambia Primary Curriculum under the education reforms of 1977, called *Education Reforms*, was revised and changed in 1992 to produce a different policy document called: *Focus on Learning* of 1992 (Ministry of Education 1996:47). The formulation of *Focus On Learning* of 1992 again resulted in the change of curriculum related issues. The education policy: *Focus On Learning* of 1992 was formulated following the 1990 World Conference on Education for All in Jomtien, Thailand, which was followed by the World Declaration on Education for All at the Dakar World Education Forum held in April 2000, and the Millennium Summit held in September 2000 (De Kamp *et al.* 2008:19). The government changed the education policy from *Focus on Learning* of 1992 to *Educating Our Future* in 1996 (Ministry of Education 1996:47). The change in the education policy from *Focus On Learning* to *Educating Our Future* inevitably saw changes in the basic school curriculum for implementation in basic schools (Ministry of Education 1996:47). Consequently, there were also sound drastic changes made in the basic school management that were formed to manage curriculum change and change processes.

The presentation of a theoretical framework was important to substantiate the steps taken to change the content of the curriculum. According to the Ministry of Education (1996:45), the idea of incorporating the African pervasive content (relevant content) was to reflect the life experiences of the majority of the Zambian population that would respond to the culturally

responsive designed local content. The Ministry of Education (1996:45) recognised the notion put across by the Central Africa Correspondence College (CACC) (2002b:53), namely, that incorporating the African pervasive content in the curriculum was fundamental to the development of the African child. The local content recognised the influence of culture, language, race, gender in education. It was thought that the step of incorporating the African pervasive content in the curriculum would make the Zambian child compete favourably in the competitive world of education.

The national and international strategic plans and changes for education from the 1990s to the present time emanated from much governmental concerns and consensus on the delivery of quality education which was focused on the achievement of the Millennium Development Goals by 2015 (Ministry of Education 2010:2). The government drew up strategic plans for national development in 2007. Education received more attention due to international concerns about the delivery of quality education in the third world countries. Changes could not have been relevant in schools if the delivery of quality education was not sustained. The global changes pertaining to politics, economy and technology affected the delivery of quality education in Zambia because the country formed part of the global community in the educational area (Government of the Republic of Zambia 2007:13).

It is important to mention that international organisations such as UNICEF and UNESCO are concerned with the delivery of quality education in the third world countries. The World Conference on Education that was held at Jomtien, in Thailand in the year 1990 comprising 155 nations expressed much concern about the achievement of the Millennium Development Goals by 2015. The 1990 Jomtien goals were reaffirmed both at the Dakar World Education Forum in April 2000 as well as at the Millennium Summit in September 2000 at which 189 nations adopted the Millennium Declaration that contained eight specific goals known as the Millennium Development Goals (Ministry of Education 2010:2; De Kamp *et al.* 2008:11). Zambia was a signatory to the Millennium Summit in September 2000 and she was part of the international community that agreed on the framework for the provision of Education for All (EFA) by 2015. The Zambian government stated clearly that school-going children would attain free and compulsory universal basic education under the education policy statement: *Education for All* in order to achieve the Millennium Development Goals by 2015. The goals for the delivery of quality education in line with the achievement of the Millennium

Development Goals by 2015 demanded that all education stakeholders would participate in the implementation of the government policy for the purpose of achieving the set goals.

Furthermore, it was prescribed that the basic school managers and teachers would take responsibility for the management of the changed curriculum (Ministry of Education 2010:2; De Kamp *et al.* 2008:11). The World Bank (2006:18-19) pronounced that Zambia's education was of a low-quality, particularly at the basic school level. Thus, there was a need to improve the delivery of quality education at the basic school level in the nation at large (Mwansa, Alex, Zulu, Kalokoni & Griffin 2004:55). The big question remained unanswered: *How did the basic school managers manage the change of curriculum to achieve the Millennium Development Goals (MDG) by 2015?*

Changes were embarked upon in the delivery of quality education in Zambia after 2000 following the World Conference on Education that was held at Jomtien, in Thailand in the year 1990. The Ministry of Education carried out a major restructuring programme in 2003 to respond to the need for the delivery of quality education, effective management of the curriculum change as well as the efficient and successful interpretation of the government policy (Ministry of Education 2008a; 2010:2). The implication of the desired change was that the school managers would appropriately be put in place to adequately manage change. It was, thus, mandatory for the ministry to improve the management skills of the existing basic school managers in the country (Ministry of Education 2010:5).

Unfortunately, the effect of the restructuring programme of 2003 by the Ministry of Education (1996:15) had not yet been assessed to ascertain its impacts and relevance in the basic schools and the country as a whole. In effect, the restructuring programme of 2003 by the Ministry of Education (1996:15) encompassed major changes in the school grading systems. The major changes would practically be effective only if they were accurate, fair and timely. The school grading system in Zambia, following the new curriculum, resulted in some schools gaining full basic school status. Schools that had grades 1 to 7 still retained the primary school status. Schools that had grades 1 to 7 with grades 8 to 9, gained the full status of a basic school, meaning that the schools were systematically classified as lower basic schools from grades 1 to 4, middle basic schools from grades 5 to 7 and upper basic schools from grade 8 to 9 (Ministry of Education 2010:5).

Importantly, the monitoring and evaluation programmes revealed that the school managers did not manage curriculum change sufficiently. Consequently, the former Ministry of Education was concerned with the ineffective management of curriculum change in basic schools in the country. The ministerial concerns regarding the ineffective management of curriculum change in basic schools were addressed by the recommendations of the report that was produced in 2003 (Ministry of Education 2010:10). Significantly, Ndoye (2007:3) attests that quality education depends largely upon the management skills of the school managers. De Kamp *et al.* (2008:14) agrees with Ndoye (2007:3) and points out that Zambia was successful in improving access to education, but the quality of the basic education system still remained low on grounds that there had been severe underfunding, a lack of qualified and motivated teachers and head teachers and a lack of effective management capacities at the school and district levels.

The Ministry of Education (2007a:15; 2007b:21) holds the same views with De Kamp *et al.* (2008:145) and points out that investing in the quality of management means training and establishing an effective support structure at district levels. According to De Kamp *et al.* (2008:16), “effective service delivery depends on effective school management, effective functioning of district boards and regular school inspections based on an effective standards assuring system”. Furthermore, De Kamp *et al.* (2008:145) point out that a study conducted in Zambia indicated that improving school management could be the key to improving the delivery of quality education in the nation. Therefore, the improvement of the delivery of quality education in the basic schools would be an indicator of a well-managed curriculum change (De Kamp *et al.* 2008:16).

A flashback is necessary to provide further perspective on the issue of curriculum management. In 1992 the Ministry of Education held the symposium at the Mulungushi International Conference Centre in Lusaka. The conference was characterised by many paper presentations on national curriculum change for basic, secondary and high schools (Ministry of Education 1992:22; 1996:44; 2008b:32). Education stakeholders were asked to produce papers for presentation to the symposium following the national debate and concerns on curriculum change. The education issues discussed were related to the need for adopting a national curriculum that was relevant for teaching and learning in all basic schools in the country. Consequently, it was pointed out at the Mulungushi International Conference that the Zambia Basic Education Curriculum of 1984, which responded to the needs of the Zambian child in basic schools, would be changed by the year 1998 to replace The Zambia Primary Curriculum

(ZPC) of 1977 and pave way for the new Zambia Teacher Education Curriculum by the year 2000 (Ministry of Education 1996:15).

1.2.2.2 The Zambia Basic Education Curriculum of 1998

Each of the formulated national curricula was accompanied by the formulation of the policy to guide the implementation processes of the very curriculum put in place. The formulation of *Focus On Learning* educational policy document of 1992 saw the emergence and initial development of the Zambia Basic Education Curriculum (ZBEC). The Zambia Basic Education Curriculum (ZBEC) was more dynamic than the Zambia Primary Curriculum of 1977. The difference between the two curricula was measured in terms of the strength and relevance of the designed content for teaching and learning. Furthermore, the difference was measured in terms of the methods and techniques applied for teaching as well as the applicability of the teaching and learning resources in the basic school classrooms (Ministry of Education 1996:44). There was, previously, low teacher participation and involvement during the implementation of the Zambia Primary Curriculum in the designing and production of the teaching and learning resources and the choice of the teaching approaches and techniques. There were, later on, more marked partnerships between the Ministry of Education and non-governmental organisations (NGOs) in the production of school requisites during the implementation of the Zambia Basic Education Curriculum (Ministry of Education 2010:2).).

As mentioned earlier on, many management issues which were related to the curriculum change: the Zambia Basic Education Curriculum (ZBEC), were discussed at the symposium that was held at the Mulungushi International Conference Centre in Lusaka in 1992. This resulted in the establishment of the Education Management Training programmes (EMT) (Ministry of Education 1996:44). The idea behind the establishment of the EMT programme in 1996 was to train and build the capacities of the basic school teachers and managers to manage ZBEC (Ministry of Education 1996:44). However, the school managers that had been trained during the course of the EMT had in due course mostly retired or passed on. The two factors left a gap which demanded a redress in the continued management of ZBEC in the Zambian basic schools. It entailed that the Ministry of Education had to draw up vigorous training programmes to replace the retired or expired head teachers.

No study was conducted yet in Zambia to ascertain the effectiveness of the EMT programmes during the implementation and the management of the Zambia Basic Education Curriculum (ZBEC). The educational policy document: *Focus On Learning*, which was formulated in 1992, as discussed above was, however, short lived and was changed and replaced by the new educational policy document: *Educating Our Future* of May 1996. The Field Based Teaching Approach (FIBATA) (Ministry of Education 1996:47) was formulated between 1996 and 1998 as a supplementary curriculum to the Zambia Basic Education Curriculum (ZBEC). Essentially, the Field Based Teaching Approach (FIBATA) of 1996 was specifically designed to orient teachers for practical teaching in the field. The Zambia Teacher Education Reform Programme (ZATERP) (Ministry of Education 2000a:23) was an experimental curriculum temporarily formulated in 1998 to gradually replace the Zambia Basic Education Curriculum (ZBEC). The experimental curriculum (ZATERP) was temporarily formulated in 1998 thereby leading to the formulation of the new curriculum: *The Zambia Teacher Education Curriculum* (ZATEC). Unfortunately, the Field Based Teaching Approach (FIBATA) of 1996 progressively collapsed during the process of introducing the Zambia Teacher Education Reform Programme (ZATERP), which was again replaced by a more vibrant curriculum: The Zambia Teacher Education Curriculum (ZATEC) of 2000.

Consequently, there were numerous changes in the teacher education curriculum. The Zambia Teacher Education Curriculum was designed in 1998 with the assistance of the Danish government (Ministry of Education 2010:32). The incorporation of FIBATA in 1996-2000 as a component of the Zambia Teacher Education Curriculum was timely and important for the implementation of the new curriculum. The FIBATA was implemented for the purpose of preparing and orienting student teachers for the school based practical teaching programme (school experience) which was done in the field (Ministry of Education 2000a:17, 23).

1.2.2.3 The Zambia Teacher Education Curriculum of 2000 to date

The Ministry of Education embarked on changing the curriculum from 1996 to 1998 in order to formulate a completely new national curriculum which was responsive to the citizens of Zambia. Subsequently, the *Zambia Teacher Education Curriculum* (ZATEC) was finally formed in 2000, and was officially launched and implemented in January 2000. This is the last formulated national curriculum change under the *Educating Our Future* of 1996 policy document and is still the national curriculum in implementation today. The curriculum was

piloted in three colleges of teacher education in Zambia, namely, Kitwe College of Teacher Education, Mufulira College of Teacher Education and Solwezi College of Teacher Education. The new curriculum was then launched officially and implemented in 2000 as an official curriculum change in Zambia. It was thus taken on board by the remaining seven colleges of teacher education in Zambia. It meant that teaching and learning in schools were based on the new curriculum: the Zambia Teacher Education Curriculum. This study is actually focused on the management of the Zambia Teacher Education Curriculum change in the studied Basic School A and Basic School B in Mongu Township in Zambia.

The change from ZATERP to ZATEC resulted in the changes of the management structure of the basic schools (Ministry of Education 2000a:22; 2010:23). It was envisaged that the change of management would create managers that would manage curriculum change effectively and interpret the education policies well in basic schools. The Zambia Teacher Education Curriculum brought about large-scale restructuring programmes resulting in the formation and the implementation of the Basic-Sub-Sector Investment Programme (BESSIP) (Ministry of Education 2003:23; 2005b:18; 2008a:32), the Western Province Education Programme (WEPEP) (Ministry of Education 2004:33; 2005b:19), and the Accelerated Decentralisation Programme (ADP) (Ministry of Education 2005b:19; 2008a:32). The new curriculum consolidated the Education Management Training Programme (EMT) that was formulated by the Ministry of Education (1996:15) prior to the formulation of BESSIP, WEPEP and ADP.

The change of educational policy from *Focus On Learning* of 1992 to *Educating Our Future* policy document of May 1996 influenced some changes in the implementation of effective management for the new Zambia Teacher Education Curriculum (Ministry of Education 2010:22; 2005b:19). The national policy on education reaffirmed the fact that the quality and effectiveness of an education system depended on the quality of school managers (Ministry of Education 2005b). However, there was no substantial impact on the training of school managers and teachers following the change of the curriculum, despite the drastic measures put in place in preparation for the implementation of the curriculum change and the interpretation of the education policy. This was part of the concern that led to this study being conducted in order to, inter alia, establish the contributing factors and sources of the problems in the management of curriculum change in the two studied basic schools in Mongu Township in Zambia. The next paragraph looks at the motivation of the study.

1.3 MOTIVATION FOR THE STUDY

The researcher realised that no investigations had been done yet into the management of curriculum change by the school managers in the basic schools in Mongu Township. The successes and the challenges in the implementation of the Zambia Teacher Education Curriculum in Zambia, and specifically, in the basic schools in Mongu Township had not yet been studied to ascertain the extent to which the new curriculum was relevant or appropriate to the teaching and learning in the basic schools. The focus of the research was, thus, to pinpoint the many challenges that managers faced in managing curriculum change and to find a way forward. The study was also conducted to offer the needed knowledge to all education stakeholders on the related issues in view of managing curriculum change in basic schools. The researcher linked the conceptual framework of the study with the pragmatic intents of managing curriculum change in the basic schools to show how closely connected the phenomena are in the area of curriculum change. In addition, a literature study provided both information and a strong link between the current body of knowledge on the management of curriculum change and the required skills to manage curriculum change provided by school managers. The link between the literature study and the empirical research findings provided the window of opportunity for more research work and study on the management of curriculum change in basic schools.

In addition, the study offered the researcher an opportunity to focus on an in-depth analysis in relation to the management of curriculum change provided by the managers in the studied basic schools. It was necessary for the researcher to investigate further how effectively the basic school managers managed curriculum change in the basic schools. This was done in order to make a conclusive judgement on the effective implementation of curriculum change in the two studied basic schools in Mongu Township. As a result, the research report offers relevant information on the effective management of curriculum change by the basic school managers. The many challenges that school managers experienced in managing curriculum change in basic schools were planned to be studied in order to arrive at a better solution to the problems they were experiencing. The researcher tried to contribute to the existing critical debate on the management of curriculum change in the basic schools in Mongu Township. The empirical results of the study did strive to offer the basic school management teams and teachers the required understanding to manage curriculum change proficiently.

The modernised changes and trends in education policies, the curricula and indeed the interpretation and implementation of these education policies and the curricula, demanded changes in school managers that responded to the curriculum change (Ministry of Education 1996:48; 2010). Education delivery in the two studied basic schools in Mongu Township faced unprecedented challenges that required some intervention to be put in place. Therefore, changes in school management to effectively manage curriculum change were also inevitable. Changes in school management to manage curriculum change at the national level involved one of two dimensions: either changing or replacing the existing unqualified school management team with competent and qualified managers that would effectively manage curriculum change, or changing the perception and managerial skills of the existing school managers by building their management capacities and skills to enable them to deal with change processes and to equip them with management skills to manage curriculum change (Ministry of Education 1996:48; 2010:22).

It meant that the management of the basic school curriculum change demanded individual head teachers that were pragmatic, realistic, knowledgeable and intelligent enough. Changes were meant for a purpose and the purpose defined the direction to which the changes and the educational policies were tailored for development. It was important to study the school management teams and teachers to understand how effectively they managed curriculum change. Therefore, the research report was believed to offer answers to these questions that had not been responded to yet. The research report would be a source and a point of departure for the other potential researchers and educational stakeholders in Zambia who desire to research and learn more about the theme. The next paragraph looks at the research problem.

1.4 RESEARCH PROBLEM

In many ways, curriculum change was not well comprehended, implemented and managed proficiently by the basic school management teams and teachers to deliver the desirable quality of teaching and learning in basic schools in Zambia (Ministry of Education 1996:27). This factor created a critical management gap in the way the basic school curriculum was managed. Furthermore, the education policies were not interpreted effectively in terms of responding to the demands of the national curriculum. The management of the national curriculum did not reflect the basic knowledge development, attitudes, understanding, skills, values and required lifelong learning (Ministry of Education 1996:27).

Most of the basic school managers in Zambia did not, at the time of changing the national curriculum, possess satisfactory professional qualifications and competencies to hold managerial positions despite the fact that they were academically soundly qualified as degree holders. It was proved countrywide that the academic qualification of the head teachers did not match with the professional qualifications to allow them to handle management issues in the basic schools. They were required not only to sharpen their academic skill but also the professional competencies. Thus, basic school managers had inadequate management skills to manage change processes, which created difficulties in managing curriculum change (Ministry of Education 1996:27; Ministry of Education 2010:22). The Mongu Township basic school managers were no exception in this managerial dilemma.

There was a noted concern from the government concerning the inadequate management skills and the inappropriate application of job descriptions amongst the basic school management teams and teachers that resulted in low standards with regard to the delivery of quality education in the education system down the line (Ministry of Education 2005a:45; Ministry of Education 2010:22). Classroom teachers appeared to circumvent the imposed curriculum change which resulted in their work in schools becoming unsatisfactory. Classroom performance, learning achievements and the levels of subject attainment became low, principally, because both school managers and classroom teachers did not comprehend the rationale behind the management of curriculum change (Examinations Council of Zambia 2008:15, 25; Ministry of Education 2005a:45).

The inadequate teaching and learning materials or resources/aids, such as text books, the misapplication of teaching and learning methods, the approaches and techniques in the classrooms, the inadequate financial support coupled with the noted ineffective financial management skills created a large gap in the management of curriculum change (Ministry of Education 2005a:35). The insufficient involvement and participation of teachers as change agents at the planning stage reduced their strong feeling of ownership of the curriculum change, which resulted in resistance to manage change. Significantly, inadequate practical training and support systems amongst school managers and teachers contributed to the difficulties in managing curriculum change (Ministry of Education 2005a:25, 35).

Teachers were not comfortable with new teaching methodologies in managing the changed curriculum and that aspect of discomfort resulted in teachers' unsystematic adherence to

curriculum change. The teaching methodologies that were put in place made the classroom teachers develop a negative attitude towards curriculum change. Furthermore, the classroom teachers had insufficient commitment to teaching and that resulted in irregular adherence to classroom assessment procedures. In addition, a large number of teachers in the basic schools had inadequate knowledge about the diversities of the learners' learning contexts (Ministry of Education 2005a:35; 2005a:25).

Most of the teachers misapplied the philosophy of subject integration enshrined in the newly changed curriculum. The educational ideology underpinning the policy interpretations on curriculum implementation was misunderstood by most school managers and classroom teachers (Higgins 2007:23; Ministry of Education 2007a:15; 2005b:27). To a great extent, donor funding and political influences affected the implementation of the education policies in schools, which in turn contributed considerably to the difficulties in managing curriculum change by the school management and teachers.

The above problems highlighted in this problem statement relate mainly to issues concerning:

- the interpretation of the educational policies provided to the managers and class teachers.
- the identification of the basic challenges that really influenced the effective management of curriculum change and change processes.
- the key assessments of how the teaching and learning materials, the teaching methods, techniques, approaches and strategies impact on curriculum change and change processes.
- the full utilisation of classroom teaching and learning resources by the class teachers.
- the extent to which the studied basic school management teams' and the class teachers' job descriptions were fully applied in managing curriculum change and change processes.

The noted inability of school managers to handle uncertainties during the change process, the increased work pressure, irreconcilability of cultural characteristics with the proposed change and the incomprehensible purpose of the change processes made it difficult for school

managers to manage change. In support of this belief, Blandford (1997:179-180) attests that the following factors affect the effective management of curriculum change in schools:

- inadequate support by the management of the school during the change process.
- weak strategies for managing resistance to change.
- the absence of participative decision making.
- the high level of organisational conflict.
- the insufficient communication or dissemination of the formulated curriculum between the school (staff) and the community.

Against the above background the research questions were formulated.

1.4.1 Research questions

The basic research question of this study reads as follows: *How do the school management and class teachers manage curriculum change in basic schools in Mongu Township in Zambia?*

The research sub-questions below are the summary of what was expected to be achieved in the study as a whole. The research questions narrowed the study down to the research essentials, inter alia so that the researcher could avoid collecting irrelevant field information. The research questions facilitated the development of research methods (see discussions in Chapter 4) and helped to orient the collection, analysis, interpretation and utilisation of data (Mutombo & Mwenda 2010:1).

The following research sub-questions were formulated to direct the study:

1. What is the role of managers in managing curriculum change? (Chapter 2)
2. How is curriculum change managed internationally? (Chapter 3)
3. How is curriculum change managed in the Mongu Township of Zambia? (Chapter 5)
4. What recommendations can be made regarding the management of curriculum change in Mongu Township? (Chapter 6)

1.4.2 Research aim and objectives

The research aim of this study is to investigate the management of curriculum change provided by the basic school management and class teachers in the two basic schools in Mongu Township in Zambia.

The research objectives of the study are formulated as follows:

1. To investigate the role of managers in managing curriculum change.
2. To investigate how curriculum change is managed internationally.
3. To determine how curriculum change is managed in the Mongu Township of Zambia.
4. To determine what recommendations can be made regarding the management of curriculum change in Mongu Township.

The following paragraphs comprise the research design and methods of the study.

1.5 RESEARCH DESIGN AND METHODOLOGY

According to White (2005:98), "... research design is concerned with the individuals, groups, institutions, methods and materials for description, comparisons and contrasting, classifications, analysis and the interpretations of the entities and events that constitute the various fields of inquiry." White's (2005:98) definition fits the study which constitutes a systematic and coherent flow of investigations into the management of curriculum change, which is the central concern and focus of the study. For this study, individuals, groups, institutions and materials were studied to collect data on the management of curriculum change. The set of investigated and studied research participants comprised the school head teachers, the deputy head teachers, the senior teachers and the classroom teachers (see paragraph 4.2). The individuals and groups were interviewed to gather information on the management of curriculum change. Institutional documents were also studied to obtain data in the way curriculum change was managed in schools.

For the purpose of the study, the researcher used a case study as the research strategy to capture sufficient information on the management of curriculum change by the school managers and teachers. Further issues with regard to research design are discussed extensively in Chapter

four in paragraph 4.2 in order to offer a clear picture of how data was collected from the field of inquiry. The qualitative research approach assisted in designing the research.

1.5.1 Qualitative approach

The qualitative approach is considered to be one of the basic approaches for conducting research in studies related to the social sciences (Best & Kahn 1989:88; Cohen, Manion & Morrison 2000: 77, 116, 268-286; MacMillan & Schumacher 2001:397; Bogdan & Biklen 2007:4). A qualitative approach is an ongoing process of research that can be revisited, reshaped, modified or changed when there is a changed need for collecting useful information during the study (Creswell 1994:11). For this reason, a qualitative research was an ideal approach to gathering data for analysis from the field of inquiry.

The investigation was marked by “disciplined-subjectivity”, “self-examination”, “criticisms of the quality of data” gathered and the problems encountered during the study (McMillan & Schumacher 2006: 408) which is further elaborated on in chapter four. The researcher perceived participants’ reactions as important, which included what they went through, how they made efforts to execute the management of curriculum change, their meaningful contributions to the interviews and conversations and their descriptions relating to the research undertaken (White 2005:87). Chapter 4 paragraph 4.4 describes how the qualitative approach was used as the basic approach for collecting data.

The case study was utilised as a strategy within the qualitative research approach for data collection within a limited number of schools. The term “case study” (Hopkins 2009:123) has to do with a limited number of units for analysis where an individual, a group or an institution is intensively studied (Welman & Kruger 2000:190). The case study was used to study social groups as managers, teachers and other education stakeholders in schools defined as occupational groups (Palmer & Iordanou 2015: 19–38; White 2005:105). The case study was used as a qualitative research strategy that was applied by the researcher to study issues regarding managing curriculum change (Palmer & Iordanou 2015: 19–38; Mills, Gabrielle & Elden 2010: xxxi; Robert 2014: 5-6; MacMillan & Schumacher 2010:408). Chapter four paragraph 4.6 provides a more detailed account of the case study by considering the individuals, groups and the institutions that fell under the study.

1.5.2 Sampling

The two basic schools were purposively and conveniently sampled by the researcher for study – purposely because they answered to the criteria that the researcher set for sampling (see Chapter 4, paragraph 4.7.2.1), and conveniently because they were close to the researcher’s residence. The researcher also applied purposive and convenient sampling techniques in this study to get research participants who would offer credible and reliable information. McMillan and Schumacher (1997: 397) and White (2005:120) indicate that purposive sampling involves the selection of “information-rich cases for in-depth study”. The sampled participants for the study comprised, *inter alia*, the two basic school head teachers and their deputies, and the selected senior teachers and classroom teachers from the two studied basic schools in Mongu Township, which are situated conveniently close to the researcher’s residence.

The sampled research participants who formed part of the core data providers have been further discussed in Chapter 4, paragraph 4.7.2.1.

The methods of data collection that forms a part of the research design are discussed next.

1.5.3 Data collection techniques

Data was strategically collected from the field of inquiry by doing observations and document analysis, as well as different types of interviews: structured interviews, unstructured interviews and focus group interviews.

1.5.3.1 Interviews

Focus group interviews, as well as semi-structured and unstructured, and conversational interviews, which Ary, Jacobs and Razavoieh (1996: 444-445, 487; Ary, Jacobs, Razavieh and Sorensen 2006: 167) consider to be reliable in research, were applied by the researcher to gather data from the basic schools concerning the effective management of curriculum change. MacBeath and Myers (1999: 153) articulate that interviewing is one of the most common ways of gathering data from the field of study. It is potentially the richest source of information despite its being most time-consuming and complex (see also Chapter 4 paragraph 4.8.1).

Cohen, Manion and Morrison (2000:268-286) remark that an interview provides access to what a person knows, what a person likes and dislikes and what a person thinks. The researcher interviewed all the research participants to elicit their feelings, knowledge, likes, dislikes and views about the management of curriculum change. The formally conducted interviews were carefully recorded and transcribed verbatim. The verbatim transcriptions of the conducted interviews were useful for data analysis purposes. Chapter 4 outlines explicitly the basic interview strategies and how they were applied in the study to gather data during the research processes.

All the research participants in the two studied basic schools in Mongu Township were covered in the interviews to provide information on the management of curriculum change. Six class or subject teachers from each basic school, making a total of 12 interviewees from the two studied basic schools, were covered in the focus group interviews.

a. Casual conversational interviews

This type of interview is closely linked to unstructured interviews in which most of the questions flow from the immediate context and no predetermined set of questions or topics are used. In this type of interview, the same research respondent may be interviewed in different research occasions and interactions with specific questions. These causal or informal conversational interviews took place during the researcher's visits to the basic schools. The researcher had an opportunity to meet the research participants and to interact with them. Meeting the research participants informally was an ideal and opportune moment to understand them at a closer range, and learning how they reacted to certain research contexts and assessing their expected participation in the research activities.

b. Unstructured interviews

Face-to-face unstructured interviews were ideal methods for eliciting first impressions of participants views for data collection before conducting focus group interviews (Cohen, Manion & Morrison 2000:268-286). Unstructured interviews allowed the subjects to have freedom of expression on the topic and helped to explore and formulate research questions for focus group interviews (see also Chapter 4 paragraph 4.8.1.2). The researcher did not prepare a set of predetermined research questions for each individual interviewee to respond to. Chapter

4 paragraph 4.8.1.2 explains how unstructured interviews were conducted to gather data from the field of inquiry.

c. Semi-structured interviews

Semi-structured interviews are sometimes called *patterned interviews* (Cohen, Manion & Morrison 2000:268-286) because a researcher has a set of standardized questions formulated for the interviewees to respond to. The researcher prepared a set of predetermined and standardized research questions for each sampled interviewee to respond to. Chapter 4 paragraph 4.8.1.3 offers information on and describes the procedures followed during the processes of conducting the semi-structured interviews to gather data.

d. Focus group interviews

The focus group interview was chosen to provide information in an open and honest way. It allowed the groups to debate freely and to refine the issues discussed during the process. Due to varying opinions and views, the focus group interviews made the interviewees arrive at consensus when there was a genuine agreement. It also allowed the groups to identify differences where those differences were significant (MacBeath & Myers 1999: 154; Anderson 2009: 200). Six class or subject teachers from each basic school, making a total of 12 interviewees from the two studied basic schools, were covered in the focus group interviews.

White (2005:164) indicates that a focus group interview involves a group of individuals selected and assembled for discussion on a selected topic (see also Chapter 4 paragraph 4.8.1.4). The basic school subject teachers were assembled by the researcher to discuss and comment on the management of curriculum change at their respective basic schools based on their personal experiences. The research participants responded to the research questions which were formulated to create challenging viewpoints through critical discussions. The viewpoints emanating from discussions were considered for the construction of meaning and argumentations of the reality prevalent in the basic schools under study.

The issue of heterogeneity was maintained in the composition of the focus groups in order to accommodate the groups possessing what is termed as varying “personal characteristics, perspectives, professionalism, perceptions and understandings” (Cohen, Manion & Morrison

2000:287). Chapter 4 paragraph 4.8.1.4 gives a clearer picture of how interviewees were interviewed and involved in the focus group interviews.

1.5.3.2 Observations

Observations were generally very useful in enabling the researcher to obtain what Hopkins (2008:79-80) profoundly describes as “in-depth information” regarding the studied phenomena in the field (see also Chapter 4, paragraph 4.9). Observations are a helpful means of systematic classroom data collection. Technically speaking, field observations in research make researchers understand research participants better. In addition, observations involve the researcher in participation and reflection with regard to classroom activities aimed at collecting data. According to Hopkins (2008:79-80), participant observations are referred to as “partnership observations”, “open observations”, “focused observations” or “structured observations.”

The researcher drew up an observation guide covering the issues to be observed in the basic schools (see Appendices 1, 2, 3, 4, and 5). The purpose of gathering observational data from the field (Graziano & Raulin 2000: 29,131) was to understand the observed settings, the discernible daily experiences and the activities that took place in the studied basic schools. Detailed information is provided of how observations were applied to gather extensive information from the field (Chapter 4 paragraph 4.9).

1.5.3.3 Field notes

Jacques and Hyland (2007: 56) refer to field notes as a “field diary” (see Chapter 4 paragraph 4.10). Recording field notes is a way of reporting observations, reflections and reactions to classroom problems (Hopkins 2008:104). Field notes were particularly used by the researcher to record events that took place during the observations. Field notes (note taking) in the field shed light on what occurred at the studied basic schools, recording the conversations and other interactions, making descriptions of the participants, the setting and the discernible school environment. According to White (2005:163), other techniques related to field notes include note taking or keeping a field diary and what Jacques and Hyland (2007:55) refer to as “recording”. According to Denscombe (2007:285), taking field notes is a useful data collection technique in the field of study, an essentially critical step in the research report.

1.5.3.4 Document analysis

The school records and institutional documents such as journals, reference books, articles, memos, communiqués, correspondences, statutory instruments, policy documents, teaching and learning documents (syllabi, schemes of work, weekly forecasts, lesson plans), minutes on academic, professional and staff meetings, and others were examined to support the collection and compilation of data for analysis. Reference is made in Chapter 4 paragraph 4.11 on how the document analysis was carried out to collect data for analysis.

1.6 CLARIFICATION OF CONCEPTS

The basic concepts used in the research are presented as follows:

Change: is the planned and systematic process involved in the modification and transformation of a phenomenon aiming at attaining the formulated educational goals (CACC 2002:179). (See also the presentation, discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

Change agent: refers to individuals or groups that are involved in the change processes (CACC 2002:4; Schollaert & Leenheer 2006:272). (See also discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

Curriculum: refers to the teaching and learning programmes or activities designed for instruction at an institution of learning (Ministry of Education 2000a:17). (See also discussion and definitions of the terms in Chapter 2 paragraphs 2.2, 2.3 and 2.4).

Curriculum change: refers to the modification or transformations made for the teaching and learning programmes in the national and school curriculum (Ministry of Education 2000a:17). (See also discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

Management: is concerned with the progressive processes and procedures of sustaining the implementation and interpreting institutional or organisational objectives, visions, mission, targets and goals to be achieved and accomplished effectively (Lindhoud 2000:30; Schollaert

& Leenheer 2006:272). (See also discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

Managing change: refers to the systematic and the basic techniques or skills that school managers use to implement change in the aspirations, vision, objectives and the mission statement intended to make educational programmes run effectively at any school, organisation or institutional set up (Tomlinson, Brimijoin & Narvaez 2008:185; Schollaert & Leenheer 2006:121). (See also discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

Organisational change: is concerned with changes that involve the changing working culture of an organisation (CACC 2002:3-5). It is a co-ordinated alteration of activities to achieve the goals and objectives of the organisation in which the vision is shared among members of the organisation and where tasks, responsibilities, work roles and relationships and channels of communication are all well-defined (Blandford 1997:44). (See also discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

Organisational development: refers to the processes that involve the effective interpretation of the organisational structure and the implementation of the co-ordinated division of work and activities to achieve the goals and objectives of the organisation, where the developmental vision of the organisation is shared among members of the organisation and responsibilities, work roles and relationships, and channels of communication are evaluated critically (Blandford 1997:44). (See also discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

Performance: refers to the total functional indicators that reflect the designed practical and purposeful achievements of the school or institutional activities (Schollaert & Leenheer 2006:272; Lindhoud 2000:35). (See also discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

Planned change: refers to the carefully calculated processes of organisational modifications and transformations focused on seeking rational improvement (CACC 2002:1-10). (See also discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

Supervision: involves the managerial or administrative processes of inspecting the progressive institutional activities, behaviours, knowledge, skills, attitudes and performance on learning achievements (Lindhoud 2000:35). It involves interpersonal interaction with the aim that one person, the supervisor, should meet with another person, the supervisee, in an effort to make the latter more effective with regard to the development of skills, gaining understanding and developing his/her abilities (Schollaert & Leenheer 2006:272). (See also discussion and definitions of the terms in Chapter 2, paragraphs 2.2, 2.3 and 2.4).

1.7 CHAPTER DIVISION

An overview of the study is provided in this paragraph. The study was divided into six chapters as follows:

Chapter one comprises the background information on the study, covering the statement of the research problem, the research aims of the study, a justification of or motivation for the study, and briefly highlights the research design and methodology of the study.

Chapter two, the first part of the literature study, comprises the conceptual framework which is related to the topic. The conceptual framework reflects the generic theories on the theme by examining what other scholars and writers had stated about the research topic. The researcher drew on relevant theories and linked them to other studies conducted on the topic to synchronize varied opinions and thoughts.

Chapter three, the second part of the literature study, offers an account of what other international researchers found on how curriculum management was conducted internationally. The sources made the researcher gain more information on the management of curriculum change and change processes.

The fourth chapter contains the research design, the approaches and techniques that were used by the researcher to gather data from the field of study.

The fifth chapter presents the discussions of the research findings as well as the analyses of the results of the empirical study.

Chapter six is concerned with answering the research question and the sub-questions presented in Chapter one. It contains a summation of the research by summarizing the research findings and recommendations.

1.8 CONCLUSION

In chapter 1 a background of the study is provided regarding the management of curriculum change in the studied basic schools in Mongu Township in Zambia. An overview of educational programmes and policy changes that were experienced in Zambia from independence (1964) to the present day is provided. The research problem of the study is given as well as the research aim. A brief account of the research design and research techniques comprising semi-structured and unstructured interviews, focus group interviews, observations and document analysis is presented. Lastly, some key concepts and the structure of the research are explained in this chapter.

Educational and management issues related to the conceptual framework of the study are covered in the next chapter.

CHAPTER TWO

A CONCEPTUAL FRAMEWORK FOR THE MANAGEMENT OF CURRICULUM CHANGE

2.1 INTRODUCTION

Chapter one contained the introduction and background of the study, the research aims and a brief account of the research methodology and design. Chapter two provides the conceptual framework for the study as generic interpretations and analyses on the research topic are presented. Onwuegbuzie, Leech and Collins (2012:1) remark that a literature study allows the researcher to distinguish which studies have been done by other researchers on a subject in question. In a conceptual framework literature study, the researcher identifies factors that are relevant to the research undertaken, identifies possible links between theory and practice, finds good research, avoids unnecessary duplications, identifies the main research methods and designs in other studies, identifies inconsistencies and contradictions, advantages and disadvantages of approaches by other researchers (Onwuegbuzie, Leech & Collins 2012:1).

The study relies on general management theory from which the study derived its conceptual framework, a part of which also serves as the lens or theoretical framework for understanding the phenomenon. Thereby researcher was familiarised with the development of knowledge in the area of research. The researcher was kept abreast with the gaps which prevailed in the knowledge and the identified weaknesses in the previous conducted studies. The conceptual framework review provided the researcher with an opportunity for discovering connections between research results, as some scholars postulate (Mutombo & Mwenda 2010:1; Dellinger 2005: 41-54; Galvan 2009:46; Green, Johnson & Adams 2006:101-114; Hart 2008:67; Christopher 2012:85). The literature review in this chapter assisted the researcher to identify variables that needed to be considered in the research and those which were perceived as irrelevant to the study. The researcher was able to comprehend the definitions and concepts to be used (Mutombo & Mwenda 2010:1). The role of a literature review is to describe theoretical and conceptual perspectives and previous research findings regarding the problem at hand (Dellinger 2005: 41-54; Galvan 2009:56; Green, Johnson & Adams 2006:101-114; Hart 2008:77 Christopher 2012:75).

The decision to reflect on other writers' notions and viewpoints helps the researcher to assess what Briggs and Coleman (2007:98-99) refer to as the "credibility, applicability, reliability and trustworthiness" of the research findings. Three fundamental research concepts have been used in this study. These research concepts comprise: '*management*,' '*change*' and '*curriculum*.' The researcher discussed these basic research concepts in detail to allow the reader to have a clearer understanding of how the concepts become relevant in managing curriculum change (see paragraphs 2.2, 2.3, 2.4). The other emerging functional concepts that will comprise the focus of this study are also discussed in this chapter.

The above stated three fundamental research concepts are closely integrated in the described management functions model for managing curriculum change (see Fig. 2.1). There are several core management functions that all school managers need to perform proficiently in their schools to manage curriculum change effectively. These core management functions include: *planning*, *organising*, *leadership* and *controlling*. These concepts not only form a part of the conceptual framework of the study, but also provide a theoretical lens or framework for understanding the phenomenon discussed. Controlling encompasses and pertains to supervising, monitoring and evaluation. The management functions model is aligned to these core management concepts to elicit the processes of change (see Fig. 2.1).

Harris (2007:1) claims that there are a number of external and internal forces that exert the management pressure faced by most school managers in various educational circumstances with regard to the management of curriculum change. This also applies to the management of curriculum change in the Zambian basic schools. The Zambian education fraternity has faced a considerable number of unprecedented challenges that have affected the total management of the national curriculum: The Zambia Teacher Education Curriculum (Ministry of Education 2008b:25). The school managers in the country have had considerable difficulties with managing curriculum change. The basic school managers in Mongu Township are no exception in this respect. Education policies in Zambia have undergone marked reformation or restructuring aimed at realigning the new curriculum to the global educational concerns. Furthermore, Zambia is a signatory to certain external or international education policies such as the Education For All (EAF) policy and the Millennium Development Goals (MDGs) (Ministry of Education 2008b:25). As discussed earlier on in chapter one (see paragraph 1.2), the changes in the education policy in Zambia from independence to date have resulted in the changes of the national curriculum on which the current foundation of the basic school

curriculum was formulated. The conceptual analysis undertaken in this chapter will provide the required perspective needed from which the local curriculum changes may be studied and analysed.

The following paragraphs 2.2, 2.3 and 2.4 focus on the discussions of the fundamental research concepts, namely '*management*,' '*change*' and '*curriculum*.' Thereby essential conceptual background is provided to place the empirical study referred to above in context.

2.2 THE MEANING OF MANAGEMENT IN MANAGING CURRICULUM CHANGE

The reader requires a thorough and clear understanding of the concept of '*management*', which explicitly appears in the research title in order to perceive how it fits into the study. The meaning of management discussed here promotes a better understanding of how the new curriculum was managed in the basic schools in Mongu Township. Two research terms that are often confused by researchers are the verbs '*to manage*' and '*to administer*.' The accessed Computer Thesaurus English Dictionary (2013) defines '*manage*' as "to direct, supervise, organise, deal with, control and survive." It also defines the concept to '*administer*' as "to process, mete out, oversee, govern, order, run, deal out, dispense, give out and hand out."

According to Blandford (1997:58), management simply refers to "directing, supervising, organising, dealing with, controlling, making work done and surviving." On the other hand, 'administration' implies "processing, meting out, overseeing, govern, ordering, running, dealing out, dispensing, giving out, and handing out." For the purpose of this study, the researcher defines management with regard to managing curriculum change as "... a systematic process of effectively planning, organising, leading and controlling the set practices, values, ethics, ideals and objectives for the learning institution." The idea behind linking these definitions to the management of curriculum change is to assess how effectively curriculum change is managed in Mongu Township basic schools. The researcher had a keen interest to examine how the basic school managers managed their daily practice with regard to the implementation of curriculum change and in achieving school management affairs of directing, supervising, organising, dealing with, controlling, making work done, surviving, processing, meting out, overseeing, governing, ordering, running, dealing out, dispensing, giving out, and

handing out. This exposition also correlates to the definition provided in Chapter 1 paragraph 1.6.

The Ministry of Education (2008b:25) states that management is all about rational activities concerned with finding the most effective and efficient possible avenues of deploying resources to achieve the purposes of the organisation. To this end the basic school managers have the obligation to execute rational activities in the basic schools to find the most effective and efficient way of deploying resources to achieve the purposes of the school as a social organisation. In addition, Mullins (2005:165) explains that management is precisely the implementation of both the national and school policy guidelines and the efficient and effective maintenance of the school's current activities.

Furthermore, Mullins (2005:165) points out that management relates to work or activity that includes the duties of the "organisational managers as determined by the terms and conditions of their employment contract." The terms and conditions of the school managers' employment contract are often referred to as '*specific job descriptions*' as discussed below in paragraphs 2.5.1.4 and 2.5.1.5 in which the specific job descriptions of school management teams are elucidated.

Mullins (2005:165) feels that the purpose of management in all activities is to enable the creation and support of conditions for quality teaching and learning to occur. Mullins (2005:165) also indicates that important functions of the school management include planning, organising, leading, and controlling (see discussions in paragraphs, 2.5.1, 2.5.2, 2.5.3, 2.5.4.). Mullins (2005:165) accentuates that:

...planning is regarded as integral to instructional success and hence the principal or school head should assist teachers to develop suitable and meaningful instructional activities and learning experiences. The organising function develops the structures needed to achieve instructional goals of the school and involves prioritising the various instructional resources available in a school system.

For the purpose of effectively managing curriculum change in the basic schools in Mongu Township, management can be applied as the process of accomplishing educational activities efficiently and effectively with and through other people to achieve the set organisational objectives in the changing school environment (Ministry of Education 2010:18). Blandford

(1997:1) believes that management is the achievement of objectives through a process in which managers are responsible for the work of others and where school managers manage the policy, learning, people and resources in an institution. For the school managers, management is concerned with the process designed to maintain the total involvement or participation of individuals that are concerned with the implementation of institutional objectives through the co-ordinated and collective efforts of the staff and the management of the institution (Blandford1997:1). Therefore, if one considers the management of curriculum change in the studied basic schools in Mongu Township in Zambia, management would not be considered to be an activity that exists in its own right, but rather as a description of a variety of activities carried out by those members of the organisation who assume the role of a manager. The basic school managers in Mongu Township are, therefore, obligated to apply the basic management functions or tasks (planning, organising, leading, and controlling) in managing curriculum change. Accordingly, these management functions or tasks are taken up in a management functions model for managing curriculum change (see Figure 2.1 in paragraph 2.5).

In managing curriculum change, school managers must develop the mission statement and vision that embody and drive the purpose and direction of the school management functions (see presentation and discussion in paragraphs 2.5.3.1 and 2.5.3.2). In a school environment such as the basic schools in Mongu Township, the managers should be seen to work with others and through their subjects to qualify the definition of management. The researcher believes that the goal of working with and through others is to achieve the school objectives in situations where the school curriculum changes in accordance with the changing government policies. The basic school management team, which comprises the school head teachers, the deputy heads and the senior teachers collectively manage curriculum change at the basic school level and is functionally charged with certain basic school management responsibilities and tasks which it must carry out for the common good of the entire basic school system.

2.3 THE MEANING OF CHANGE IN CURRICULUM MANAGEMENT

Change is the second basic research concept that is discussed. Change is bound to occur any time and is inevitable. Change can be taken to be a continuous and constant occurrence in contemporary society. As an organisation, a district or a school needs well-qualified managers, teachers and support personnel to fulfil the stipulated mandate of the organisational change (Rebore 2011:179). Fundamentally speaking, change can simply be defined as a planned

systematic process of management in a school environment as postulated by the Central African Correspondence College (CACC) (2002b:179). This is more applicable to the management of curriculum change in the basic schools in Mongu Township where the processes of implementing the curriculum change is an ongoing one. According to CACC (2002b:179-180), in the context of educational management and in relation to the curriculum that is in place, change means that school head teachers are exposed to new school controls and regulations, growth, increased competition, technological developments and changes in the workforce. Essentially, changes that are made in the curriculum entail a continuous process in refining the content of the curriculum to suit the relevance, needs and priorities of the nation. The content of the Zambian curriculum has undergone massive changes to suit the local needs and national priorities of the education system and to meet the societal expectations.

A school that fails to change in accordance with the demands and needs of the society may fail to develop, which might result in organisational stagnation or the total decline of the institution (CACC 2002b:179). Thus, change and renewal have been identified as important elements of organisational (school) development. This is true for the Zambian schools and, in particular, for the studied Mongu Township basic schools in which the implementation of change requires the concerted efforts of all the school managers to respond to the demands of change processes. Again according to CACC (2002b:179), the school as an organisation has to be seen as a dynamic entity where changes are put in place and implemented with regard to developments that occur. Schollaert and Leenheer (2006:36) refer to change as a number of educational transformations that are either externally imposed by government laws and decrees or by self-imposed changes in the very schools that have felt the need or the desire to do something differently. In the case of the Zambian education set up, educational changes are enforced by government laws, but to a greater extent, external influences are exerted by the corporate world and donor communities (Ministry of Education 2010:25).

Change can be referred to as the processes during which fundamental issues are being highlighted with regard to accomplishing the change project with considerations to specific procedural matters (Schollaert & Leenheer 2006:35). Moreover, it is important to note that change, within the context of managing curriculum change, can be taken to mean changes in the curriculum, assessment, teaching and learning approaches and any practices relevant to schooling that have to be changed in some way or another. Many changes have been experienced in the Zambian curriculum in terms of changing the content or core-curriculum by

focusing those changes on the nature of assessment, the teaching and learning methods, techniques, strategies and approaches. Mongu Township schools are no exception with regard to the changes that have occurred in view of managing curriculum change. West-Burnham and O'Sullivan (1998:44-46) state that change should be focussed on professional learning and school development. According to Fullan (1993:138), "teachers should think of change and innovation as they would about their own lives and that the very first place to begin the change processes is within each of us." It is a moral responsibility of the school managers and teachers in Mongu Township schools to accept change first before they implement it.

CACC (2002b:179) attests that changes in legislation, in view of the availability of resources and social priorities in schools, often force managers to redesign the organisation's structures and procedures to redefine priorities and to redeploy resources for the management of change. According to CACC (2002b:179), "change is a deliberate effort to alter the "status quo by influencing or modifying the functions, structure, technology and or purpose of an organisation." The process of implementing curriculum change was done to conform to the change in legislature and policy imperatives in Zambia. CACC (2002b:180) asserts that "change is a complicated process that requires thorough strategic planning in order to reach the prescribed goals." It is important to note that curriculum change may be seen to embrace two dimensions of curriculum implementation, namely, "planned and unplanned change" (CACC 2002b:180). With regard to curriculum change in the Zambian context, planned change occurred according to formulated specific change imperatives, goals and objectives. Other issues in the implementation of curriculum change occurred as incidentals because they were considered to be unplanned changes.

Change is perceived, interpreted and put into action in different cultural contexts because cultural factors in the change processes have a considerable bearing on the implementation of educational change in a school at macro, meso and micro levels (Servais & Sanders 2006:87; Sullivan & Glanz 2005: 49; Coles & Southworth 2005: 53; Loughrige & Tarantino 2005: 4; Fullan 2005: 58; Elbot & Fulton 2008: 1-5; Davis 2006: 30). Furthermore, the implementation of curriculum change has been contextualised and inhibited in institutions of learning by both cultural factors and historical frameworks to a large extent (Holbeche 2006: 180; French, Atkinson & Rugen 2007: 140; Kruise 2009: 100; Ramsey 2008:1). The basic schools in Mongu Township comprise school communities in which many tribes exist with different traditional and cultural contexts. Essentially speaking, the basic school managers in Mongu Township are

expected to accommodate both the traditional or cultural factors and the historical frameworks in the management of curriculum change. Therefore, the adherence to the traditional and cultural contexts in managing curriculum change is cardinal because it satisfies, to a greater extent, the aspirations of all concerned institutional management teams and learners. Taking this into account creates support from change agents.

It is important to place a particular emphasis on the needs of teachers at a school level and in the classroom where change is enacted. Consequently, Schollaert and Leenheer (2006:38) believe that no change should happen unless there is a good reason for the change to occur. Curriculum change, which some writers refer to as ‘educational change’, is about learning and reviewing practices (Schollaert & Leenheer 2006:183; James, Black, McCormick, Pedder & William 2006a:101-118). It is against this background that policy makers at a national level and those in decision-making positions in schools should understand the fundamental need for time to allow individuals to do the changing. This factor might have affected the way in which the education policies were interpreted and how the new national curriculum was implemented in basic schools in Mongu Township in Zambia (see the discussions of research findings in Chapter five).

Change is not a passive process but an active engagement involving what Fullan (1991:77) calls “new meaning, new behaviour, new skills and new beliefs.” In actual fact, where change processes, innovations and improvements are supported within the rich and coherent educational programmes of staff development, for instance, sustainable and manageable change is more likely the outcome (Schollaert & Leenheer 2006:183). A thorough discussion is given in Chapter three (see Chapter 3, paragraph 3.5: the Uganda case study) regarding the need for staff development or continuing professional development (CPD) that has helped a small rural district in Uganda to succeed in the management of the curriculum. Furthermore, due to effective school management resulting from staff development in the Ugandan case study, the pass rates in schools had increased considerably. The need to deal with change also applies to the basic school managers in the two studied basic schools in Mongu Township in Zambia with regard to supporting the rich and coherent school programmes for staff development as far as the management of the curriculum change is concerned.

For Schollaert and Leenheer (2006: 35), change is a universally recognised process that is experienced and constrained in various cultural contexts. They, furthermore, point out that any change demands a response to the fundamental question “why change?” Schollaert and

Leenheer (2006: 35) further state that the individual needs of staff development in a school are paramount to the process of change, and ultimately the psychological bases of resistance need to be understood by the change agents as discussed below in paragraph 2.8. The formulation of the new basic school curricula in Zambia resulted from the need to change the curriculum. For Schollaert and Leenheer (2006: 35), time to reflect and to “stop and think” in managing change are crucial elements regarding the professional development of teachers in schools.

The professional development of teachers enables them to develop change-readiness, because potentially change invariably leads to further change, thus, the need to develop change-readiness (Schollaert & Leenheer 2006: 35). It is important to point out that school managers are held accountable for what they do with regard to schools’ administrative and management affairs (Middlewood, Parker & Beere 2005: 27; Early & Weindling 2004: 78; Joubert & Bray 2007: xv). The basic school managers in the two studied schools in Mongu Township in Zambia are expected to respond practically to the national educational policy imperatives and global concerns about universal education for all. The following paragraph links the meaning of ‘*change*’ to the fundamentals of curriculum change which occur in basic schools as social organisations.

2.4 THE MEANING OF CURRICULUM IN MANAGING CURRICULUM CHANGE

The next research concept that requires further clarification and discussion is ‘*curriculum*.’ Many working definitions of curriculum were postulated between the 1950s and 1970s upon which later working definitions of the post-2000 period were built. A present working definition of the curriculum as postulated by Nyambe (2012a:1-2) in the Zambian context is:

... a set of potential experiences, the content or materials for instruction, programme of the auspice of the school or activities, an overall plan of content for teaching, a list of disciplines for the purpose of thinking and acting, guidance for school teaching and learning and specific intended learning outcomes formulated for systematic reconstruction of knowledge.

The researcher believes that it is important to look at the origin of the concept of ‘*curriculum*’ in discussing the issues of curriculum change before proceeding to discuss what it means in this study. The Latin origin of the word ‘*curriculum*’ lies in the word ‘*currere*’ which means

'to run'. Therefore, in simple terms the concept of '*curriculum*' means '*track*' or a '*route*' or a '*racecourse*' (learning the content, learning opportunities, activities and evaluation) which must be covered by all the actors and participants, namely, the basic school managers, class teachers and learners in order to achieve the school teaching and learning objectives or results (CACC 2002:5). The word '*curriculum*' has a variety of definitions with regard to the perception of the concepts that a researcher or practitioner uses in curriculum thinking and work (CACC 2000b: 15). There is no simple way of clearly defining curriculum outside the context of a particular study, paper, presentation or policy documents. Some writers stipulate their working definitions, while others define the terms through implications in terms of what they say or do (CACC 2000b:15). For this study, the researcher took consideration of the context of the present day policy imperatives and the key issues of curriculum change to find a clear working definition of curriculum in view of managing curriculum change and the change processes in the two studied basic schools in Mongu Township in Zambia. However, a clear working definition of curriculum is complex.

According to Briggs and Sommefeldt (2002:35), curriculum is a concept that refers to everything that happens in a school, in terms of what is taught and what is learnt. It also involves what is included in the school teaching and learning activities. Curriculum also focuses on accepting what should be left out in the school teaching and learning activities. It also relates to the specific change in education practices, and to adopting or using new or revised curriculum materials or technologies. It is commonly agreed by scholars in education that the curriculum may practically determine or influence the changes in pedagogical practices in the school or change the values and the use of differentiated educational activities. Martella *et al.* (2012:271) claim that the curriculum meets the unique needs of learners in a school as an institution of learning.

For Nyambe (2012a:1), the basic school curriculum in Zambia does not only include the planned academic programme, but also co-curricular activities and other events through which learners and teachers learn from the nature and the ethos of a school. For him, in view of managing curriculum change, the school head teachers must be assisted and monitored to deliver the appropriate curriculum effectively using all the human, material and financial resources which are readily available. Defining curriculum involves assisting school head teachers to mobilise all possible resources including allocated resources from the government or the Ministry of Education, the community and other organisations by ensuring their full and

effective use (Nyambe 2012a:1). There are many role players who assist the head teacher to achieve the goals of managing curriculum change. These role players include the district education office, the proximal community, the school community itself, NGOs, political parties and the social role players. Each of these role players has a significant part to play in one way or another to make the management of curriculum change a meaningful undertaking.

The Ministry of Education (2013:58) views '*curriculum*' as a prescribed programme of study for learners in institutions of learning. The basic school managers in the basic schools in Mongu Township are expected to adopt Nyambe's (2012a:1) definition of curriculum as something referring to the total set of education about what is taught and how it is taught that determines the general framework within which lessons are planned and learning takes place. The total set of education will mean everything happening in the school environment designed to develop the full learning potentialities of the child. The concept of curriculum in management also involves helping class teachers in their daily tasks by providing the best information on the subject matter, taking into account the interest of the learners and the contemporary social needs of the entire school community.

2.4.1 Formal curriculum change

Darling-Hammond and Bransford (2005:170) agree with Jacques and Hyland (2007:142) with regard to the way they classify the curriculum as a "formal curriculum" that comprises the planned programme in the various subjects, together with aspects of school life such as assemblies, the rules and procedures and educational outings provided. The authors refer to a "formal curriculum" as an outline of topics or concepts to be taught; which is the "*enacted curriculum*" as it occurs in the activities, materials, and assignments teachers select and develop for learners and in the interactions that occur between and among class teachers and their learners.

Darling-Hammond and Bransford (2005:170, 176) have further attempted to define formal curriculum as "the learning experiences and goals the teacher develops for particular classes." Furthermore, Darling-Hammond and Bransford (2005:170, 176) remark that although teachers may or may not be working with a formal curriculum approach in a school, adopting a framework or a set of materials outlined by a state or district, these resources, no matter how useful they may be for the teacher, cannot determine all that the class teacher does in a

classroom environment. The class teacher is a resource himself/herself because it is the classroom environment where the curriculum is effectively implemented by the class teachers themselves. The class teachers play a very important role in implementing the curriculum in the classroom. The classroom is the only place where the curriculum is translated in practical terms and learners receive the curriculum as first-hand information.

The Zambian basic schools follow a formal curriculum. Thus, the basic schools in Mongu Township are no exception in the quest to implement the designed formal curriculum. In view of the Zambian context, the school is considered to be a social organisation that is full of varying teaching and learning activities. For the Zambian model of curriculum change and implementation, the total teaching and learning activities in an institution of learning within the framework of the national curriculum include two broader curriculum perspectives: the core-curriculum and co-curriculum (Ministry of Education 2001: 24-27). The Ministry of Education (2003:43) states that the formal (or official) curriculum in Zambia is furthermore divided into three parts, which are planned for implementation in all Zambian conventional schools. Curriculum specifications in the Zambian context may include the following basic curricula: the *core-curricula* (content-pedagogy), the *localised co-curricula* (official outdoor school or institutional activities) and the *hidden curricula*.

According to the Ministry of Education curriculum model (Ministry of Education 2001: 25; 2003:45; 2004: 15, 52; 2005b:31; 2007b:40, 69; 2008:18), the core-curriculum comprises the content to be delivered in school classrooms in accordance with the subject matter such as Mathematics, English Language, Environmental Science, Social and Development Studies, Creative Technology Studies, including a locally taught language and other complementary subjects. Furthermore, the co-curriculum or extra-curricular part of the school answers the questions pertaining to many official and other prevailing non-official school activities such as sport, school preventive maintenance, clubs, school crop production, cultural activities and many more. The content-pedagogy-model developed by the education stakeholders in Zambia indicates the value and relevance of the '*information curriculum*' or the '*information content*' in the national curriculum. Essentially, the '*information curriculum*' or simply the '*information content*' consists of the planned school curriculum. The same content-pedagogy-model also includes non-compulsory activities which are offered by the school, such as clubs and societies. It also encompasses the programmed optional field excursions offered by the school to develop the cognitive or mental maturation of learners.

2.4.2 The role of a hidden curriculum

In relation to the Zambian model of curriculum implementation, the '*hidden curriculum*' is that which is tacitly planned to be implemented, showing the underlying goals and perceptions which schools and teachers hold for learners individually and as a group (Darling-Hammond and Bransford 2005:170). The hidden curriculum (unofficial curriculum) and localised curriculum (non-examinable curriculum) are aspects of the school curriculum which are introduced as merely complements to the core-curriculum to enhance the relevance of implementing the national curriculum (Ministry of Education 2001: 24-27). According to Nyambe (2012a:2), the hidden curriculum refers to that part of the school curriculum, which is not formal, but affects learner's attitudes, maturity, growth and social behaviour. For example, greeting elderly persons in the school by stooping down politely, examine how children dress and fix their buttons on their shirts appropriately, may not require a reference from the national curriculum or policy, but are rather issues which are raised by the school authority for the social growth of the learners and in view of preparing them to be responsible adults when they grow up.

The hidden curriculum may reflect the interests of learners, ambitions, gender balance and sensitivity, dress, environmental influences, cultural norms and biases, socio-economic background and informal learning experiences (Nyambe 2012a:2). According to Nyambe (2012a:1), the hidden curriculum is part of the school curriculum which points to a course of subjects and co-curricular activities that must be covered by both class teachers and learners. It should also aim at developing learners mentally, physically and morally and includes behaviour patterns, attitudes of learners and staff, and the general tone and ethos of the school (Nyambe 2012a:1). The Ministry of Education (2003:44) also complementarily attests that the 'hidden curriculum' (unofficial curriculum) affects learners' attitudes, performances, achievements, growth, maturity and the behaviour imbued in the institutional development.

The researcher argues that the hidden curriculum also refers to a '*silent curriculum*' or '*latent or concealed curriculum*,' encompassing aspects of teacher dress, cleanliness, learner interactions and personal relationships, kinetic and potential body languages, language tonality and usage, social, physiological and psychological aspirations and ambitions. This study will not draw much attention to these issues with regard to the hidden curriculum despite the fact that they affect the implementation of formal curriculum change in one way or another. The

salient issues of the hidden curriculum are taken to be prevalent in the Zambian education context of which the basic schools in Mongu Township form a part. Additionally, the salient issues of the hidden curriculum should be considered to be important elements in managing curriculum change and change processes to which the studied basic schools in Mongu Township in Zambia are no exception.

2.4.3 The relevance of a localised curriculum

The policy of the Ministry of Education, under the decentralised component, allows for the formulation and implementation of a localised curriculum for teaching and learning in basic schools. The Zambian model of curriculum implementation as discussed above indicates that the total teaching and learning activities in an institution of learning within the framework of the national curriculum comprises the core-curriculum and co-curriculum (Ministry of Education 2001: 24-27).

The Ministry of Education (2003:43) states that the localised school curriculum is divided into two parts which are planned to supplement the formal core-curriculum in a school for teaching and learning purposes. These comprise the *localised core-curricula* (content) and the *localised co-curricula* (outdoor activities). The developed localised school curriculum should respond to the local needs of both the learners and the local communities. The formulated localised curriculum is non-examinable. However, the localised curriculum is solely implemented for the development of practical skills to enable and prepare learners to effectively deal with the local environment in which they exist (Sipatonyana 2008:74-75).

2.4.3.1 The localised school core-curriculum

According to the Ministry of Education curriculum model (Ministry of Education 2001: 25; 2003:45; 2004: 15, 52; 2005b:31; 2007b:40, 69; 2008:18) the core-curriculum, as already discussed in paragraph 2.4.1 above, comprises the content-pedagogy planned for delivery in classrooms in accordance with the subject matter. Thus the core-curriculum includes subject areas such as Mathematics, Integrated Science, English Language, Creative Technology Studies, Social and Development Studies and many more other subjects. As discussed in paragraph 2.4.3 above, the formulated localised curriculum is non-examinable. It is solely put in place for implementation in order to develop practical skills to enable learners to deal

effectively with their specific local environment inside and outside the school (Sipatonyana 2008:74-75).

2.4.3.2 The localised school co-curriculum

Essentially, the localised co-curriculum or localised extra-curricular part of the broader localised curriculum responds to the questions pertaining to many official (and non-official) school activities such as sport, preventive maintenance, clubs, school crop production, cultural activities and many more. As discussed above, the same content-pedagogy-model developed by the education stakeholders in Zambia indicates the value of the information curriculum or the information content in the national curriculum that also consists of the planned localised co-curriculum.

The localised school co-curriculum also includes non-compulsory activities offered by the school, such as clubs and societies, and optional excursions offered at the school level. For the Ministry of Education (2013:58), co-curricular refers to educational activities in a school that complement academic learning.

Discussed below is the management functions model used in managing curriculum change in institutions. The basic school managers in Mongu Township in Zambia will find the management functions model helpful in the management of curriculum change in their basic schools.

2.5 MANAGEMENT FUNCTIONS MODEL

Models can be considered to be a representation of a reality, but models are not reality. In this study, the problem focused on how curriculum change could specifically be dealt with from a management perspective. This problem statement can also be approached in relation to some specific developed models. The management functions model (see Fig. 2.1) indicates existing identified school management functions or tasks. Management functions of planning, organising, leading and control feature in the model. The management functions model helps the basic school manager to function effectively in managing his or her school affairs.

The management functions model utilises the management functions for curriculum change. It is for this reason that the model appears to provide a pragmatic and workable framework for the management of curriculum change, particularly the management of curriculum change in the basic schools in Mongu Township. The management functions model provides a comprehensibly focused direction for the management of curriculum change with regards to the learning processes in schools. Therefore, the management functions model assists in understanding the dynamics of managing change processes. The management functions model also provides for the interconnectedness of all the issues pertaining to the management of curriculum change and change processes. It provides clear and practical guidance for the school management to take the lead successfully in managing change processes in the two studied basic schools in Mongu Township in Zambia.

Bhattacherrjee (2012: 14) says models are used in view of defining the theory. It also makes theory more comprehensible in view of applying theory. Essentially, the management functions are practically applicable in any form of education management in a school environment. The management functions inter-depend upon each other for applicability in schools. Effective management of curriculum change would entail effective application of these management functions in the school environment. Curriculum change in a school will thus rest on the premise of executing management functions or tasks for effective implementation of change processes.

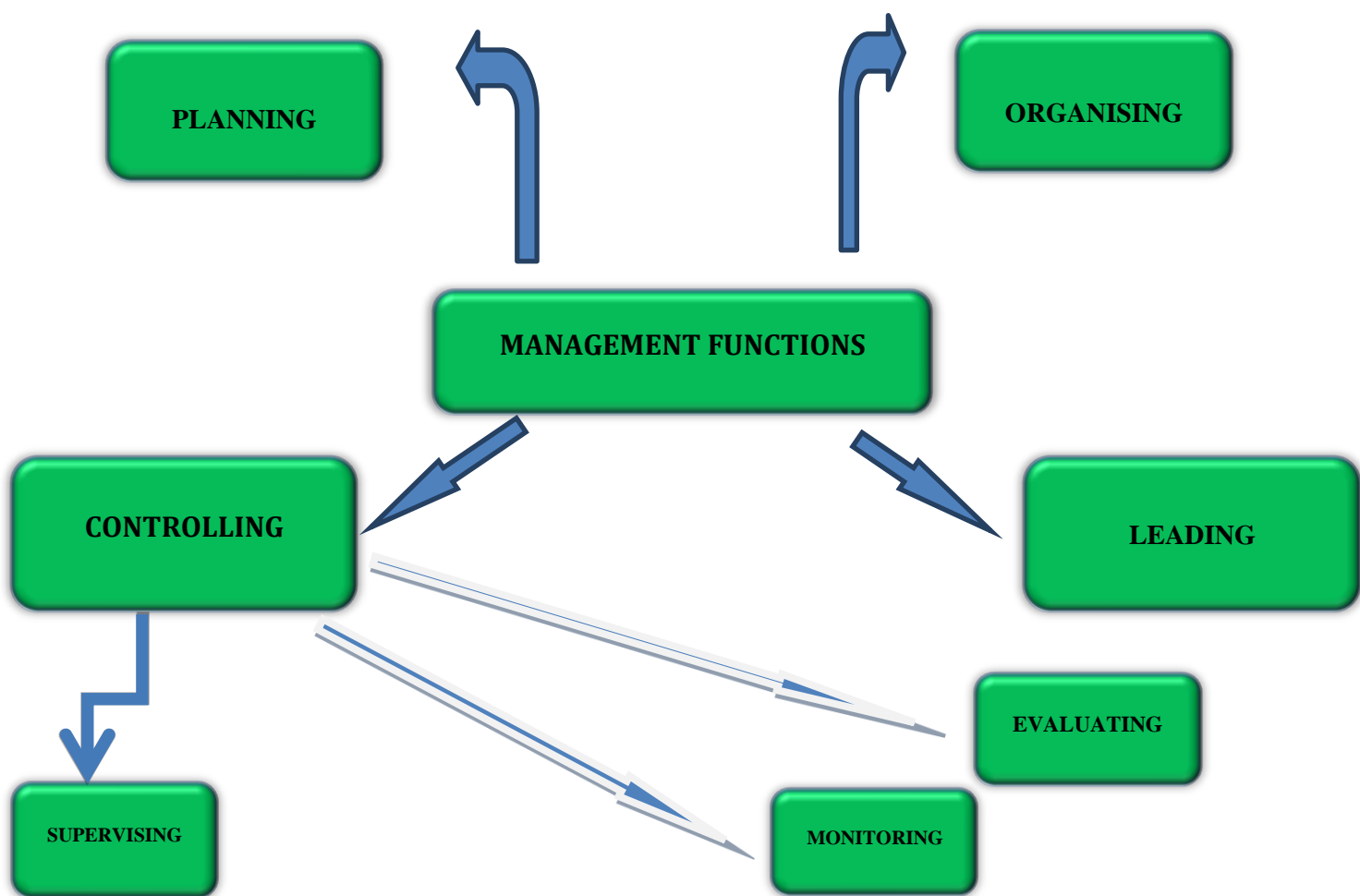


Fig. 2.1 Management functions model for managing curriculum change

The management functions (or tasks) will be discussed in the following order: planning, organising, leading, and controlling (see Figure 2.1).

2.5.1 Planning in managing curriculum change

Inadequate planning prevents and hinders effective performance. Planning is one of the most vital management functions in managing curriculum change. Marshall (2009:93) proffers that sound curriculum planning and implementation requires effective and efficient management, support and monitoring from the school managers. Planning involves a process through which a roadmap or plan is developed showing how goals, objectives and targets are to be achieved. The Sixth National Strategic Plan (SNSP) of 2010 and the National Implementation Framework (NIF) of 2008 of the Ministry of Education in Zambia are very clear about the roles that school managers should play in managing government resources and in executing

curriculum change. Planning, which is a key factor in managing resources, is encouraged at all levels of education delivery. Thus, school managers are mandated to plan and organise school resources for effective management of school programmes (Ministry of Education 2010:8; 2014:28, 35, 39). School managers in the studied basic schools in Mongu Township are no exception according to the directives given by the Ministry of Education.

Planning and decision making in the basic education boards means that the improvement of educational access, equity, quality and relevance should be achieved through matching the national curriculum content to the local needs (Ministry of Education 2008b:7,8-12; Marshall 2009:93). Schmoker (2006:426) suggests that strategic planning is essential in any given complex endeavour of change. However, Kotter (2005a:75; 2005b:45) argues that in most strategic educational programmes, strategic plans are never implemented to transform strategy into action. Schmoker (2006:426) explains that an outlined practical strategy is important for the planning processes. The researcher agrees with this notion because the successful delivery of the educational goals, through the timely application of the management functions, rests on the foundation of effective planning and effective implementation of planned work.

The planning of curriculum includes the organization (see paragraph 2.7.2 below) of the physical space, materials and activities that are designed to encourage learning processes, skills and the acquisition of specific information (Ministry of Education 2008a:7, 8-12). Marshall (2009:93) explains that “a planned curriculum with goals for children’s learning and development impacts on the quality of learning processes”. A well-planned curriculum begins with an informed understanding of what children are capable of learning in a school and how they learn effectively. A well-planned curriculum has specific goals for children. It supports self-regulation, identity, social inclusion, health and welfare, language, thinking and physical skills, as well as concepts needed for literacy and numeracy (Ministry of Education 2008a:7, 8-12; Marshall 2009:93). Fundamentally speaking, a planned curriculum provides structure and direction for learning practitioners who support the development of capacities and skills while respecting a child’s interests and choices. These are the pertinent issues which the basic school manager in Mongu Township should consider to be cardinal in managing curriculum change and change processes in their basic schools as institutions of teaching and learning.

Many factors contribute to children’s learning so it is difficult to isolate the impacts of any one curriculum. (Ministry of Education 2008a: 8-12). For the Ministry of Education (2008a: 8-12)

the curriculum should be applied in the context of how well it enables children's full participation in learning. What is clear though is that having a well-planned curriculum with specific goals and objectives for children's development and families' participation benefits their enjoyment, development and learning (Ministry of Education 2008a: 8-12). According to the Ministry of Education (2008a: 8-12) a broad research base on child learning and development should inform the selection of curriculum approaches. Learning is, fundamentally, socially and contextually constructed and takes place within children's cultural contexts.

According to the Ministry of Education (2008a:7, 8-12), during the early years children learn through active engagement in activity-based lessons, through observations or experimentation and by social interactions with others. As they develop an understanding about themselves and others, they learn to regulate their emotions, attend to what is important and make plans based on the premise of children's cultural values and practices embedded in their social and physical environments. Ultimately, school managers in basic schools in Mongu Township may consider the children's cultural values and practices to be a top priority in planning curriculum change for implementation in their institutions. Marshall (2009:93) points out that a well-planned curriculum can support children's interactions with other children and adults and will profoundly respect those values and practices which they cherish and appreciate.

2.5.1.1 Curriculum documents in planning curriculum change

Several education policies and curriculum documents were produced in Zambia following the changes that took place in diverse political dispensations. A considerable amount of work was done after 1964 regarding the formulation and design of education policies and curricula leading to the present designed national curriculum: The *Zambia Teacher Education Curriculum* (ZATEC). These designed documents are referred to as curriculum documents which are planned for the implementation and management of curriculum change. All the education documents pertain to managing curriculum change in schools. The 1977 *Education Reforms* was the first policy document formulated shortly after independence. It was followed by the 1992 *Focus On Learning*. They are both old policy documents (see discussions in chapter one, paragraph 1.2). They are, however, extremely useful today because they provide for a point of departure for curriculum designers, policy makers and decision makers in Zambia to make references to them when making decision for change.

The formulation of the present policy document was based on these old policy documents to create a systematic link between the old and present curriculum documents. The old education policy documents are still relevant and vital to the current educational context. They cannot be discarded and neither should they be ignored. They still contain indispensable, valuable and helpful information that any educational authority could fall back on. The fact that they are old policy documents should not be held as an excuse why they should not be available and made a point of reference in decision making processes. It is valuable that all concerned education authorities, policy formulators, decision makers, education advocates, curriculum designers and implementers, school managers and other concerned educational stakeholders should be conversant with the background of policy and curriculum formulation which the old policy documents offer.

It is necessary to comprehend where the nation started from shortly after independence, where we are and where we will be, with regard to policy development, what achievements or successes were made, what challenges were faced and experienced and what the way forward should be. All the concerned educational stakeholders should understand the trends, dimensions and development of education policies from 1964 to date. The old policy documents serve as rich sources of historical facets of educational planning, development and achievements in Zambia.

The following are some of the important education policy documents (see also discussion in Chapter one paragraph 1.2), which have been implemented for planning purposes and for the management of curriculum change in Zambia. The 1977 *Education Reforms* and the 1992 *Focus On Learning* were the first two formulated education policy documents. The *Educating Our Future* document of May 1996 is the current official education policy document for the Ministry of Education in Zambia. The Education Act of 2012 which is also a legal framework guiding the systematic operations of education in the country, is adhered to by school managers.

Other important education policy and other official educational documents include: The *Zambia Teacher Education Curriculum Framework* of 2001; the *Education Statutory Instrument* of 1998; the *National Implementation Framework* (NIF) of 2012; the *Sixth National Strategic Plan* (SNSP) of 2012; the *Education Boards and Governance* of 2010; the *Basic School Curriculum Framework* of 2000; the 2003 *Educational Management Guidelines* for

head teachers; the *Teacher's Curriculum Manual* of 2001; the 2008 *Educational Monitoring and Evaluation System*; the 2008 *Governance in Education Boards* (a handbook for planning and decision making) and the 2010 *Monitoring and Evaluation System*. All educational communiqués; newsletters, circulars, memos, journals, magazines, pamphlets, research papers (theses and dissertations), paper presentations at symposia, conferences and seminars and parliamentary acts, to mention but a few, assisted policy makers, curriculum designers and developers and decision makers to shape the current policy document. These official documents were bases upon which the creation or formulation of the new national curriculum of May 1996 was based.

2.5.1.2 Policy imperatives in planning curriculum change

With regard to what the managers in basic schools in Mongu Township and their teachers can implement, the *Education For All (EFA); Global Monitoring Report* of 2005 (Ministry of Education 2005a:25, 35) point out that dynamic policy issues pertaining to managing curriculum change involves the dynamic and pragmatic rethinking of the curriculum objectives before reforming the curriculum. In addition, dynamic policy issues involve continuing efforts to translate educational goals into activities. In planning curriculum change, materials and observable behavioural changes should be aligned to the curriculum and match the teaching standards to the learning standards (Frank & Lynch 2006:23). Therefore, the dynamic policy issues in managing curriculum change involve a dynamic policy framework for improving the quality of teaching and learning in schools and for interpreting education sector policies. At a school level policy implementation involves issues of creating an enabling environment which is meant for teaching and learning in order for learners to acquire the relevant knowledge. It also requires the school managers to improve school infrastructure, to develop the basic school management and governance, to create human potential and to manage the available physical resources for the learners' learning performances and achievements in schools (Frank & Lynch 2006:23).

Gregorio (2006:32) argues that "... the communication and marketing of policy changes in curriculum change are substantial processes of change." Communicating the decisions about educational change to the public as partners of education at a school level is crucial for the proper implementation and the basic required support of curriculum reforms. The consequence of misinformed or insufficiently informed school change agents is a lack of understanding of

the changes and eventually can lead to resistance and lack of support (see paragraph 2.10). According to Gregorio (2006:36), keeping the right balance in decision-making is an essential part of the success of the educational process. An important issue that needs to be addressed is how school managers in the studied basic schools in Mongu Township can communicate and market policy issues formulated by the government for implementation by all the members of staff in order to offer them an opportunity to participate in managing curriculum change. The education boards in Zambia were formed and were mandated to implement the national education policies. The education boards in the country were allowed to employ means of domesticating the national education policies by interpreting and adapting them to the local environment (Ministry of Education 2008a:8-11).

2.5.1.3 Planning curriculum change at the institutional level

The management team is expected to provide technical guidance to enable the institutional governing body to come up with well-informed decisions on the running of the institution. The management team collects relevant information individually for planning and compiles the draft plans that are availed to the school management for input and authorisation (Ministry of Education 2008a:10; 2014: 32). Planning curriculum change at the school or institutional level can begin with any elements or stages of defined curriculum development. It is a continuing process involving interactions, refinements and reviews related to changing structures, organising principles and content. It is concerned with the rationales behind the changes and the issues pertaining to facilitating and managing change.

The Curriculum Development Centre (CDC) in Zambia is legally mandated to develop national curricula aided by the education policy. School managers and classroom teachers are authorized to interpret the government policy on education and implement the designed content (core-curriculum) enshrined in the syllabi. However, with regard to the management of curriculum change in the studied basic schools in Mongu Township in Zambia, all school managers and teachers are mandated to develop a localized core-curriculum (unofficial curriculum) for teaching and learning in line with the officially planned national core-curriculum (see discussions in paragraphs 2.4.3, 2.4.3.1 and 2.4.3.2 above). Therefore, the planned institutional curriculum, vision and mission statement must be aligned to the national curriculum, vision and mission statement to sustain and maintain conformity, compliancy and consistency for quality delivery of education.

Planning curriculum change at the institutional level has many implications, not only for the sake of selecting knowledge but also, crucially, for the management of skills that a learning institution may require to function effectively (Gregorio 2006:27; Di Paola & Hoy 2008:48). Planning curriculum change at the institutional level will require an adoption of the learner-centred approach to be applied in the classroom. Thus, the quality delivery of the learning content marks a fundamental feature of managing curriculum change. Planning curriculum change and change processes may entail responding to the multiple competencies needed for changing institutional performances and environments (Gregorio 2006:27).

It is imperative to manage the challenges of new learning environments by responding to the new learning objectives like learning for creativity and adaptability. This is done to change the learning processes in order to preserve the institutional identity and develop institutional understanding (Di Paola & Hoy 2008:48). The preservation of institutional identity and the development of the institutional understanding results in the development of human qualities and interpersonal relationships becoming more essential, while job-specific occupational skill for the manager increasingly becomes a second priority (Gregorio 2006:27; Di Paola & Hoy 2008:48). A lesson may be learnt by the basic school managers in Mongu Township in Zambia with regard to the way Gregorio's (2006:27) and Di Paola and Hoy's (2008:48) viewpoints fit into their basic school management systems for planning curriculum change.

Reiss (2007: 53), Murphy (2007:74), Pellicer (2008: 51), Pryor and Pryor (2005: 7-8) and Schollaert and Leenheer (2006:25) feel that the head of the senior management team plays a decisive role in developing a policy-making capacity within the school. However, sustainable improvement can only be achieved if many role players in a variety of positions contribute actively to this worthy cause and purpose. It means that several teams in the school ought to work together simultaneously on related issues about their school management systems. This step is essential in planning and managing curriculum change. Furthermore, in planning and managing curriculum change, the senior management team needs a shared understanding of where these efforts are taking them in view of working towards the desired outcomes.

The school managers also need to understand the prevailing conditions that permit them to work towards achieving the stated outcomes. School managers are driven towards internal capacity building and management coherence in the school. Capacity building and coherence for school managers in planning curriculum change are parts of the tasks that enhance leading

the change agents in the school. Capacity building and coherence in planning creates a powerful learning environment for learners and staff alike. School managers can achieve much progress in the school by setting up a continuing professional development policy, and by promoting agency through empowering people to work co-operatively in an atmosphere of mutual respect and trust (Murphy 2007:74; Pellicer 2008: 51; Schollaert & Leenheer 2006:26). The school managers and class teachers in the basic schools in Mongu Township in Zambia may find this assertion helpful in their school management practices that are aimed at improving the organisational objectives.

According to Reiss (2007: 53) and Schollaert and Leenheer (2006:25), schools as organisations can develop a policy on learning and leading change and can work continuously on such policies while focussing on a set of particular goals as the only way towards lasting and sustainable improvement in schools. This can be done effectively as a part of planning curriculum change. Ultimately, school managers and teachers in the basic schools in Mongu Township may develop school policies that can improve their schools sustainably by focusing their management practices on particular set goals. Organisational change efforts that do not lead to sustainable improvement areas are a waste of time (Schollaert & Leenheer 2006:25). The organisational change efforts that focus on sustainable improvements in schools ought to be commensurate with the beliefs and values that school managers hold for their organisation (Reiss 2007: 53; Murphy 2007:74; Pellicer 2008: 51; Pryor & Pryor 2005: 7-8). ACC (2002b:8) remarks that:

...educational institutions that adhere to effective change processes are the types of institutions that seem to reorganise the organisational values and practices, replace and re-assign change agents in key positions, change the reward systems, create new symbols and rituals, modify the selection and socialisation processes to engage change agents that promote new organisational values.

The above matters need to be taken into consideration in the planning process at the institutional level. The idea of organisational change involves change in the culture of the organisation, where culture refers to the way things are done in the context of school change (Reeves 2009:37; Reeves 2006a:88-89.). Therefore, cultural change in the context of the school demands that organisational change agents define what will not change, and what will change (Reeves 2009:37), and will use the right change tools for the system (Christensen,

Marx & Stevenson 2006:77). Thus, a change of the culture will require relentless personal action and commitment by the leader (Reeves 2009:37).

Changes in an educational institution mean a move towards making organisational cultures more flexible, responsive and focused on change agents' needs, service and quality. The role of hierarchy (management protocols) in organisational change is, typically, to communicate the essential clues and messages of change (Reeves 2009:50). Networking for teachers and administration offers a powerful and fast method of communication in managing institutional change. School managers have the mandate to share effective practices, respond to challenges and provide practical insights in the management of school affairs (Reeves 2009:51). It is the responsibility of the basic school managers in Mongu Township in Zambia to consider the above issues as fundamental to their planning and management of curriculum change in their basic schools. The management roles of the basic school managers in Mongu Township will determine the direction they take in their school management practices aiming at reaching greater heights focused on institutional or organisational improvement.

2.5.1.4 Planning curriculum change at the head teacher level

Planning curriculum change at the head teacher level embraces the whole school management because both the head teacher and the school management have heavy tasks to fully translate education policies into practical actions. The tasks of planning, implementing the policies, supervision, monitoring and evaluating curriculum change are the prerogative of the school management team. The role of the school head teachers, deputy head teachers and the senior teachers in planning curriculum change at the school management level is essential for change at the institutional level. Therefore, the effective implementation of the institutional strategic plans and action plans is the entire responsibility of the school management team (Ministry of Education 2008b:7).

Planning curriculum change at the head teacher level involves the head teacher, deputy head teacher and the senior teachers who have defined job descriptions which they are expected to interpret and implement in planning curriculum change. The head teacher has many roles to play in planning curriculum change. He/she is entrusted with the following major roles: *planning, supervision, inspection, monitoring and evaluation, report generation, data provision, policy implementation, and conducting meetings* and many other roles and

responsibilities. Some of the specific and defined job descriptions of the head teachers, which must be implemented as mandated by the Ministry of Education (2008b:7) in Zambia, include the sustenance of *'academic performance, professional programme, administration, policy interpretation'* and *'management.'*

The head teacher, deputy head teacher and senior teachers have to interpret government policies for implementing curriculum change at the institutional level. The deputy head teacher's job description from a school management perspective include the following areas: *'maintaining academic performance, professional programme supervision, records keeping and developing physical infrastructure.'* The senior teacher's job description in a basic school include the following: *'classroom teaching, supervision, conducting professional and academic and orientation meetings'*. The senior teachers play a significant role in teaching, supervising class teachers, conducting professional and academic meetings with class teachers in the basic school.

The Ministry of Education (2008b:7) in Zambia formulated a number of strategic plans that embraced issues pertaining to inputs, outputs, impacts and objectives. These are issues that measure how effective the implemented educational programmes have been. The basic school managers and teachers in the basic schools in Mongu Township may find the strategic plans helpful in managing curriculum change. They will not necessarily have to start with the end (outcomes or outputs already set at the macro level), but may start with the beginning (objectives, goals or aims) in order to ascertain how progressive they are regarding the management of the curriculum. Curriculum planning at the basic school level embraces all management issues of co-ordination, programming, delegation, supervision, monitoring and evaluation. These are the processes that the school management teams and leadership should plan meticulously for execution (see also discussion in paragraph 5.3.2.1 on the management roles of the basic school head teacher and Appendix 2).

2.5.1.5 Planning curriculum change at the class teacher level

Planning curriculum change at the classroom teacher level entails looking at how the syllabi are planned and organised for teaching and learning, how schemes of work, weekly forecasts, records of work and lesson plans are effectively prepared for classroom teaching and learning. The class teacher will ensure that his or her job descriptions (often known as *'key result areas'*

embracing '*principle accountabilities*' which guide and explain how the teacher should operate) are implemented effectively. This includes: (a) *planning* (ensuring that the syllabi are planned and organised for teaching and learning, that schemes of work, weekly forecasts, records of work and lesson plans are effectively prepared for classroom teaching and learning); (b) *teaching* (ensuring that content delivery in a classroom is done effectively); (c) *classroom management* (ensuring that the classroom teaching and learning environment is well set for learners, the teaching resources are put in the right place and used effectively); and lastly (d) *assessment* (ensuring that continuous testing is implemented in class to assess the learning achievements of learners; see also discussion in paragraph 5.3.2.4 on management roles of class teachers, and Appendix 5).

Class teachers participate in curriculum planning by focusing attention on a wider range of interesting activities such as the use of textbooks to decide on what to teach and how to teach (Gregorio 2006:29). Planning is closely linked to the organisation of curriculum for classroom implementation. This is applicable in the case of the subject or class teachers in the studied basic schools in Mongu Township who are expected to prepare and reorganise the content of the curriculum and syllabi adequately for the teaching and learning purposes. In addition, class teachers are expected to plan their schemes of work, weekly forecasts and lesson plans thoroughly, making them ready for implementation and presentation in the classroom teaching and learning situation. Planning curriculum at the classroom level will require interlinking other practical features of controlling curriculum change to be applied, like co-ordination, programming, monitoring and evaluation. Therefore, class teachers are also mandated to assess learners' performances after a certain period of time to ascertain the learners' progression rates and the extent to which the learning objectives are achieved.

In the case of the Zambian education system, curriculum planning is done by a specialised body, the Curriculum Development Centre (CDC), and class teachers are only mandated to align and implement the developed curriculum to the classroom teaching and learning context. The studied basic school managers and class teachers in Mongu Township in Zambia are at a decentralised basic school level, meaning that they do not necessarily develop the basic school curriculum for classroom teaching and learning, but implement the nationally designed and formulated curriculum. However, class teachers are mandated to formulate what is referred to as a localised core-curriculum (supplementary to the official core-curriculum) which is seen as

relevant for teaching and learning in their school environment (see paragraphs 2.4.3, 2.4.3.1 and 2.4.3.2 above).

The policy of the Ministry of Education legalises school managers and their teachers to formulate localised core-curricula to respond to the policy guidelines through empowerment and decentralisation to the grassroots level. In essence, the issues pertaining to setting general and specific objectives and/or general and specific outcomes, making a choice of the relevant content, the teaching and learning experiences or activities are the prerogative of the entire school management. Thus, the specific objective of planning to manage curriculum change by classroom teachers entails that the school management teams have to design the teaching and learning methods, strategies, approaches and techniques suitable for the classroom teaching and learning experiences (Ministry of Education 2008b:7; Gregorio 2006:29).

The next paragraph 2.5.2 looks at how organising curriculum change can be implemented at a school level. Organising curriculum change is, essentially, linked to planning curriculum change at an institutional level as discussed in paragraph 2.5.1 above.

2.5.2 Organising curriculum change at the school level

Organising a school curriculum for implementation might first demand effective planning, which in turn may require that effective delivery structures and resources be put in place to achieve and respond to the demands of curriculum change. The objective model (also referred to as the *sequential, rational* or *behavioral* model), which was developed by Gregorio (2006:29), conceptualises curriculum organisation at the school level as a sequential process or one with stages of implementation. The objective model is functional by starting with both the general and specific objectives, and then selecting and organising the teaching and learning experiences or subjects.

Organising curriculum change in a school may require putting all the resources in order by systematising operational management tasks. It requires categorising management functions and obligations, classifying roles of school management teams, and making effective plans for effective delivery of institutional management tasks. Organising curriculum change in the school also demands co-ordinating and implementing strategic frameworks that are planned for institutional development (Gregorio 2006:29). The basic schools in Mongu Township can

be described not only as institutions of teaching and learning but also as organisations that undergo organisational and structural changes. Functionally, the basic schools in Mongu Township are no exception to all of the aspects of the organisational or structural changes as discussed below. Importantly, care must be taken by the basic school managers in Mongu Township to consider the pertinent issues which are significant to their management roles. The management roles for the basic school managers are related to areas of providing a suitable organisational structure for bringing about curriculum change in their basic schools.

Schools are organisations that experience diverse changes requiring making decisions. Decision-making, as a process, is dependent on the organisational structure of a school. The organisational structure of the school is essential for the implementation of school management policies. The organisational structure comprises the pattern of relationships amongst position holders in the organisation where division of work and co-ordinations of activities to achieve the goals and objectives of the organization are set and in which the vision is shared among members of the organisation. This is where the school tasks and responsibilities, work roles and relationships and channels of communication are all defined and structured (Blandford 1997:64, 44).

Under planning curriculum change, as discussed in paragraph 2.7.1 above, the organisational roles of the various management levels in planning curriculum change are essential. These are essential organisational roles in the successful delivery of change. CACC (2002a:8) suggests three further levels of managing and organising curriculum change in a school: *individual*, *group* and *organisational* levels. Organising curriculum change at the school level will require that a class teacher, a senior teacher, the deputy head teacher and the head teacher as individuals take up their respective roles and responsibilities to put the institutional goals in place. Additionally, each individual change agent at his or her own level will be required to effectively implement his/her job description. A subject or class teacher has a tough role to not only organise but also to effectively manage his/her subject. The school is a professional community that comprises a number of professional individuals and groups with a common instructional goal in managing curriculum change.

Reeves (2009:26) believes that organising institutional change at a school level requires executing effective strategic planning, quality improvement, technological implementation or putting other systemic changes in place for the organisation to thrive. Once one decides to

embark on organisational change, it is imperative that change initiatives are focused on those areas that will have the greatest effect on learner's achievements in the school (Reeves 2006: 100). Change processes at a school level need to be organised in such a systemic way by using or adapting the school structure for delivering desired changes. Lines of responsibility and job allocations as well as job descriptions relating to curriculum change need to be clearly spelt out for the various ranks to operate and function satisfactorily.

Organising curriculum change at a school level is closely related to managing organisational change. For Schollaert and Leenheer (2006:24):

...managing organisational change is actually learning not only the desired competencies, but also swapping the old beliefs for the new ones in which acquiring new competencies and constructing new meaningful knowledge exists; for this, one should not expect a monolithic implementation of change within the organisation.

If a particular change has to occur and get implemented by the critical mass of the teaching staff, one needs to tackle the challenges of the school with the staff by using the basic tenets of a learning and leading team (Cunningham & Cordeiro 2009:64; Schollaert & Leenheer 2006:24). Schollaert and Leenheer (2006:24) believe that the success of the learning and leading team at a school level depends on three factors: (a) the competencies and qualities of the team members should be sound, meaning that the team members should have expertise in or affinity with the topic of the change, (b) the composition of the team/leadership (change agents) should be complementary, and (c) that the team members should have a shared passion (vision). They must be representative of the group and the empowerment of the team should bear a common goal and compelling direction, enabling structure, moral support, and building trust with expert coaching (Schollaert and Leenheer 2006:24).

Organising change agents to implement curriculum change is an important factor in successful management of change. Organising also entails that the school staff obtains the required competencies, the required management and team structures in place and the qualities required for effecting change. The basic school managers in Mongu Township in Zambia can fall back on these discussed issues above pertaining to the effective organisation of curriculum change. Adherence to these organisational principles will make the basic school managers achieve the desirable organisational goals. Schollaert and Leenheer (2006:59) attest that “successful

organisational change is not achieved by pulling some random instruments out of the hat.” The solutions to the problems and challenges that the schools are facing depend on the school management’s efforts and skills to organise curriculum change. Thus, the strategy chosen to solve the problems and challenges should match with the type of change envisaged and the context in which it is taking place. Sustainable improvement in a basic school can only be achieved by steadily working on the multitude of factors involved in the organisation of curriculum change (Pryor & Pryor 2005:7-8; Schollaert & Leenheer 2006:59).

Schools, as organisations, can adapt to environmental and cultural shifts, change strategies and can be a source of innovative services and resources, and can create an atmosphere of excitement and engagement with regard to change (Reeves 2009: 35). In a basic school, like the basic schools in Mongu Township in Zambia, as far as structural interventions and reorganisations are concerned, change agents can favour the decentralised decision-making that result in organisational benefits and if supported, can improve effective communication skills, and can improve employee relationships and greater organisational autonomy to promote change (CACC 2002b:5-6). In view of organising curriculum change, the introduction of new values in schools requires that change agents support less management control, have increased tolerance for risk and conflict and create effective communication channels for effective management of the school’s activities (CACC 2002b:5-6). It is thus advisable that managers also keep these matters in mind when organising curriculum change.

The next paragraph, 2.5.3, looks at how leading curriculum change can be implemented at a basic school level to yield tangible and discernible organisational achievements and results.

2.5.3 Leading curriculum change at the school level

Leading is a management function. In a school setting, the concept of ‘leading’ in managing curriculum change suggests developing and maintaining instructional activities and learning experiences (Van Niekerk & Van Niekerk 2009: 2; Bush 2007:401).

Tillman (2008: 601) and Furnham (2005: 65) attribute “the creation of a motivating and healthy school climate to the school head’s behaviour and leadership approach,” while Brower and Balch (2005: 83) postulate that leaders who create an environment where everyone is valued win the support of change agents. Effective communication is a very important element of

effective management of change. It is also a significant tool in leading curriculum change at the school level. Therefore, leading curriculum change at the school level must place emphasis on the role that communication plays in effectiveness and efficiency. Leading curriculum change at the basic school level also concerns with conveying valuable information for the teachers' preparation as well as learners' learning performances, expectations and aspirations.

Gopee and Galloway (2009:48) and Taylor and Ryan (2005:30) hold the view that leadership is actually a subset of management. Collinson and Cook (2007: 200), Byrnes and Baxter (2006:33), Dimmock and Walker (2005: 11) and Tolhurst (2006:221) all proffer that leadership is one of the most important management functions or tasks in a school environment. Thus, one may rightly conclude that managing curriculum change requires effective application of leadership skills. Bush (2007:391) and Taffinder (2006:8) attest that the quality of leadership in an organisation or institution contributes significantly towards the preferred school management outcomes and learner performance. Byrnes and Baxter (2006:1, 33) and Pace and Hemmings (2006: 37) articulate that school leadership demands that school managers are expected to fulfil the practical management roles and the desired vision of the institution.

Levin and McCullough (2008:2) claim that effective leadership in schools requires support from all the role players prevalent in the school's management composition. Lack of involvement by the school management team in leading curriculum change will underscore the importance of managing curriculum change, as everyone's support is required to make a success of leading the new curriculum.

For Levin and McCullough (2008:2), Daresh (2007: 115) and Tellier (2007:7) school managers' basic roles in terms of leadership are to motivate, encourage and inspire individual teachers or groups of teachers to, willingly and zealously, work and implement the set institutional goals for teaching and learning. For the basic school managers in Mongu Township, interpreting education policy and developing teacher capacities to respond to the dictates of the Ministry of Education could be helpful in achieving the set institutional vision. In determining the direction to which curriculum change is managed by the school managers in Mongu Township, the quality of leadership the school managers apply will determine the success or failure of the school in question. It means, therefore, that the school managers' leadership skills to change or transform the school will determine the successful implementation of curriculum change and change processes.

Bush (2008:284) argues that, “schools can hardly improve and operate a responsibility-driven policy unless the school head teacher as the institutional leader sets an example by reflecting on good practice in teaching and learning.” The role of the head teacher in leading curriculum change at the school level is diverse. This relates to the instructional leadership task of the head teacher, which is of paramount importance in leading curriculum change. The head teacher would, mandatorily, interpret government policies in planning to implement curriculum change at the institutional level. The effective implementation of the institutional strategic plans and action plans is the responsibility of the school management team (Ministry of Education 2008b:7). Thus, the basic head teacher is expected to interpret the specific formulated government policies and implement the defined job descriptions in leading curriculum change. Leading curriculum change at the head teacher level means that the head teacher and the school management team have heavy tasks to translate education policies into practical actions of planning, implementing, supervising and monitoring. The instructional leadership tasks in leading curriculum change are discussed below.

It is important for the basic school managers in Mongu Township in Zambia to choose the right type of leadership style to help and guide them in managing and leading curriculum change. These leadership styles comprise the following: coercive, authoritative, meditative, democratic, iron rod (autocratic), coaching and laissez faire (Tranter & Percival 2006: 92; Busher & Harris 2000:91; Landy & Conte 2007:519). A coercive leader uses punishment, threats and reprimands the subjects to obtain compliance. Coercive leadership might be helpful to sustain and maintain order in the school in situations where resistance is pronounced. Coercive leadership could be applicable in a school set-up precisely if the pace at which institutional goals, action plans, and targets are sluggishly pursued. A school manager could use coercive leadership to set the school records straight. However, coercion is not accepted as a leadership style by most advocates of school management because of its implications to individual freedom that the school management team will desire to uphold.

An authoritative leader is one who presents staff with a clearly outlined direction and vision (Tranter & Percival 2006: 92). Authoritative leadership is closely related to coercive leadership, which assumes the role of a ruler who gives instructions and takes full responsibility for decision-making. In cases where class teachers do not comprehend fully how curriculum change is managed, an authoritative leader may provide guidance on how curriculum change is effectively managed. Setting firm school management directives might help the school

management to reduce the spirit of laissez faire amongst institutional role players in leading curriculum change. The basic school managers in Mongu Township in Zambia could make a decision to rightly apply a leadership style that fits into the existing management system of the school in managing and leading curriculum change.

A meditative leader is one who creates harmony amongst team members by emphasising people's personal needs rather than achieving goals. A democratic leader invites people to participate voluntarily in decision-making, generates new ideas and allows change agents to create positive interpersonal relationships. Decision-making initiated and executed by the school management should reflect the consent of change agents who lead curriculum change for achieving effective results. The bottom-up approach in decision-making and implementation is sound if concerted efforts are desirable for leading change. The top-bottom approach might result in resistance if management are coercively orientated to fulfil the institutional obligations. Collegial decision-making proves to be successful in leading curriculum change because every role player is fully involved in decision making and implementation of the collegially made decision. The two leadership styles (meditative leadership and democratic leadership) are essential in cases where the basic school management teams draw concerted efforts from change agents in the way curriculum change is led and managed (Busher 2006:91; Landy & Conte 2007:519).

Coercive leadership, authoritative leadership and iron rod leadership seem to share common characteristics in leadership. Interestingly, an iron rod leader expects perfect and immediate performance from subordinates. An iron rod leader leads by example focusing on accomplishing tasks through applying standards of excellence (Tranter & Percival 2006: 92; Busher 2006:91). Kapur (2007:242) remarks that iron rod leadership requires a leader that is firm, upright and consistent in dealing with school management affairs. Of course, the implementation of curriculum change requires that the school managers in leading and managing curriculum change adhere to high standards of excellence. Iron rod leadership should be followed by a comforting leadership style, like democratic leadership. This step is helpful in order to caution the management pressures that change agents experience or go through in implementing curriculum change and change processes.

A coaching leader is the one who offers guidance to his/her staff and creates a conducive or friendly school environment in leading curriculum change. A coaching leader focuses on the

professional development of the school change agents. It is believed that coaching leadership enhances the team's morale and cohesion, generates responsibility, underpins and assists in implementing organisational change (Tranter & Percival 2006: 92; Busher 2006:91). Kapur (2007:242) states that leadership of this nature requires visionary school leaders who can make a difference in school management affairs. Coaching leadership is important in instances where the change agents require sustained guidance to perform effectively so that the successes of the school are celebrated by all involved role players and that the failures are equally shared amongst the members of the institution.

A *laissez faire* leader is one who has a more relaxed attitude to decision-making in the implementation of the set institutional goals. This type of leadership might not be suitable for critical instances where radical changes and shifts of curriculum innovations and change are desirable and where the implementation of the set institutional goals are required. *Laissez faire* leadership might not help if change agents are resistant to follow change in the school. It is applicable in situations where everything seems to go on well in the school, and a school manager needs time to sit and rethink the next steps to achieve the institutional objectives.

For Landy and Conte (2007:519), “transformational leadership” involves the interplay between the leader and the agents of change in which he/she raises them to higher levels of morality and inspiration. Transformational leadership may be similar to a coaching leadership or a democratic leadership style in which a leader is flexible and open to people by allowing them to participate voluntarily in the development of institutional goals and decision-making. Transformational leadership is necessary for the school managers in leading and managing curriculum change because it offers an opportunity for school managers to be flexible and open to all role players in the school. Transformational leadership allows change agents to participate voluntarily in the development of institutional goals and decision-making in leading curriculum change and change processes in an institution of teaching and learning.

The discussed leadership styles above have great relevance to leading curriculum change in a school as they are vital on the grounds that they provide the school management team with the direction to decide how to lead change. No basic school manager can follow all these leadership styles. It is possible that a school manager of a particular school will display only one or two of these leadership styles. However, it is advisable to apply a leadership style that fits the context of curriculum change at the school in question. It remains the onus of the basic school

managers and their teachers in Mongu Township in Zambia to apply and execute the type of leadership style to effectively manage curriculum change and the processes of change.

Leadership style provides an avenue for developing and maintaining the established culture of teaching and learning (French, Atkinson & Rugen 2007:140; Hagreaves & Fink 2006:1; Coles & Southworth 2005: xvii). The challenge of building schools as effective teaching and learning organisations will only occur if the concerned school manager implements sound leadership styles and skills to lead curriculum change and ultimately work towards the achievement of both the school's mission statement and vision. The basic school managers in Mongu Township will be required to align to and reflect on the ministerial vision 2030 in their leadership (Ministry of Education 2010:8) in leading curriculum change.

2.5.3.1 Vision in leading curriculum change at the school level

Generally speaking, creating conducive and desirable school conditions under which change agents can freely perform to the expectation of the institution requires the formulation of a sound vision acting as a directive inspiration for tasks that need to be done that contribute towards the realisation of the school vision (Van Niekerk & Van Niekerk 2009:5). Van Niekerk and Van Niekerk (2009:5) attest that the institutional vision focuses all the activities within the organisation on the realisation of a common ideal. There is an increasing awareness amongst leaders of the importance of having a clear vision of where they are heading.

The institutional vision has more impact on the leader's task of influencing the organisation than any other aspect of his or her job. Northouse (2012: 109-117) accentuates that an effective leader in managing change creates a compelling institutional vision that will guide peoples' behaviours in the way they execute their work. A vision is a mental model of an ideal future state, thereby offering a picture of what could be (Northouse 2012: 110). A vision implies change that challenges people to reach more (Northouse 2012: 112). For Northouse (2012: 111), a vision is a guiding philosophy that provides people with meaning and purpose enabling a leader to visualise positive outcomes in future which can be clearly communicated to change agents (Northouse 2012: 110-117). A question could be raised as to what kind of a sound institutional vision the basic school managers in Mongu Township in Zambia could formulate to purposefully facilitate leading curriculum change.

For Van Niekerk and Van Niekerk (2009:5) the planning, development, communication and accomplishment of a school's vision is the education leader's most important task because leadership is really about the future of the school. For these writers, creating a vision for one's school is like imagining what the school will be like on the basis of the vision. Additionally, building a vision is imagining the end result and implementing it is doing what is necessary to accomplish it. Van Niekerk and Van Niekerk (2009:5) accentuate that the institutional vision provides a structure within which the whole school operates, as it provides an image of the direction and purpose and the fundamental values and convictions of the school as an organisation. It entails that the institutional vision is closely associated with change because vision directs change. However, most schools' visions will be basically the same as they focus on teaching and learning. Some basic school managers will formulate their visions in different ways depending on the context within which the school functions (Van Niekerk & Van Niekerk 2009:5). Institutional vision is functional when it is well planned.

Van Niekerk and Van Niekerk (2009:6) claim that the effective communication of the school's vision to staff, which is planned to bind staff into a cohesive and effective team, is an important function that the leader needs to perform to reach the vision and objectives of the school. The leader must communicate the vision to his or her change agents to inspire and bind them together in following the direction of change. The leader should use every opportunity to inspire his or her staff to realise the institutional vision. The vision must be created, communicated and worked towards in a planned and coordinated way, otherwise change agents are unlikely to achieve the vision (Van Niekerk & Van Niekerk 2009:6).

A vision in leading curriculum change at the basic school level is, therefore, an idea, which expresses personal visualisation, farsightedness, forethought or prediction of a purpose in bringing about curriculum change. Kapur (2007:24) and Van Niekerk and Van Niekerk (2009:5) agree with Reeves (2009:5) who accentuates that sustainable change in leading curriculum change requires a re-orientation of priorities and values and a vision of change that is extremely compelling.

Furthermore, a vision of change is a process that needs to be managed effectively in a school. For this reason, the basic school managers in Mongu Township in Zambia are the focal point persons around which the school's activities revolve, because they determine the extent to which the school's success and failure will be achieved when curriculum change is

implemented. It is the researcher's belief that school managers must have a clear vision to lead the processes of change themselves. The basic school managers in Mongu Township in Zambia must, therefore, have a clear vision for change, a clear picture of what is in existence, a basic assessment of the impact of change, a meaningful participation of change agents in the vision of the school, an assessment of external or internal forces that surround change and have a model for celebrating the challenges that contribute to change (Reeves 2009:5).

Dynamism in implementing the school vision in leading and managing curriculum change demands dynamic school managers to become effective implementers of change processes. The Ministry of Education (2013: viii-ix) argues that curriculum reviewers must seriously consider the vision and values of the change in question. Curriculum change to be led and managed should result in a holistic, coherent, learner-centred approach with more interactive and independent learning. The vision of the developed curriculum should take account of the nature and characteristics of learners, the type and quality of intakes, the inputs and outputs of education and the organisation and the management of the learning environment (Ministry of Education 2013: viii-ix).

The vision entails that the curriculum must respond to internal and external requirements driven by the government or professional bodies (Ministry of Education 2013:8). A number of questions have to be taken into account for sustaining the vision of curriculum change: Do we have a shared vision for learners and their learning? Does the vision sufficiently represent what we want for our learners and our education system? How do we use our vision to accomplish the national curriculum? Do we have professionally trained and motivated teachers to lead and manage the vision? Do we have enough infrastructure and resources to implement our vision? Does the vision create room for improvement?

The 2030 educational vision of the Ministry of Education (2013:8-9) is extensive. It focuses on maintaining discipline and hard work on the basis of personal and national development. It offers the direction of setting civic, moral and spiritual values within the national and local context, producing analytical, creative, innovative, reliable, versatile, employable, entrepreneurial, productive and constructive learners in schools. It also looks at developing mathematics, scientific and technological thought, and fostering entrepreneurial knowledge and skills, positive attitudes and values for the achievement of a greater life and producing learners with financial, technological and scientific expertise and with competent leadership.

West-Burnham (1997:118) postulates that the purpose of the vision in leading curriculum change is to help the school move from known to unknown, to set out the hopes and aspirations of the school for children, community and staff, defining and articulating the values of the school that result in real and attainable change. West-Burnham (1997:118) believes that a vision needs to reconcile a wider range of factors in order to provide the basis for empowering management. A clear vision is characterised by clarity of moral purpose, communicating the vision, reference to future challenges, having contact with the school community, openness to ideas, the recognition and celebration of strengths (West-Burnham 1997:118). A vision needs to be focused on moral values and aesthetic dimensions of work, must be challenging, motivating, inspiring, must reinforce success and must be communicated in a way that makes it meaningful to all (West-Burnham 1997:119). There is a direct connection between leadership and visioning in leading curriculum change. Fundamentally speaking, visioning in leading and managing curriculum change will require good leadership because leadership and visioning are inseparable (Miller, Devin & Shoop 2007: 28; Duffy & Chance 2007: 130).

School management calls for a number of visionary skills, some of which are technical and others are related to personal relations that school managers need to know and apply (Nyambe 2012a:3). For Nyambe (2012a:1) most governments decide that change in education is necessary because of the need to improve the education system and to respond to change in society or technology. School management must be assisted to introduce and lead change for the new curriculum as directed by the government in conformity with the vision of 2030. In this regard, Nyambe (2012a:1-2) proffers strongly that the management of curriculum change in a school setting, therefore, requires the following aspects to be executed:

... harmonise interactions with curriculum developers to change the curriculum, sensitisation of change agents (school head and teachers) to adopt change, ensure the procurement of the teaching and learning materials, focus on the evaluation and reviewing of the teaching and learning materials, dissemination of the teaching and learning materials or resources to schools, and the basic training of teachers in the implementation of curriculum change (Nyambe 2012a:1-2).

It is decreed by law in Zambia that all school managers must develop their own school visions that is still closely linked to the ministerial vision of education. Goens (2005:39) mentions the need for loving the job and changing mindsets as an important element in visualising change processes. Goens (2005:39) expresses the same viewpoint as Blandford (1997:175) who argues

that a vision is a “mental image” of a possible and desirable future of the organisation. It is not a party or a political statement and does not require the favour and charisma of political rhetoric, but must direct the school population towards a common purpose (Leodoux 2005:237).

The basic school managers in Mongu Township in Zambia should learn that a shared vision, according to Senge (1990) as cited by West-Burnham (1997: 120), focuses on commonality of purpose and complementing one another’s efforts. Individuals do not sacrifice their personal interests; but rather the vision becomes an extension of their individual visions.

For Kapur (2007:242), Bowring-Carr and West-Burnham (1997:45-46) developing the school vision for effective school management is an important element in leading and managing the change processes. Discussed below is the significance of the mission in leading curriculum change at the school level.

2.5.3.2 Mission in leading curriculum change at the school level

The Ministry of Education (2008b:2) states that mission is “a statement of what an organisation wants to achieve over a period of time.” The mission statement of the Ministry of Education (2008b:2) states: “*enable and provide an education system that will meet the needs of Zambia and its people.*” Leading and managing curriculum change will require developing a mission statement that will offer an opportunity for school managers to operate well in implementing change processes. Achieving the formulated mission for the school requires leadership that is visionary in implementing change processes in an institution of learning.

The link between the mission statement and the vision statement enhances teamwork in order to achieve the set goals of an institution and to respond to the changing circumstances and challenges that schools happen to experience. West-Burnham (1997:79) argues that a mission statement has the function of a motto or badge that depicts the values and purpose indicating what the school wants to succeed in, makes explicit the values of the school and indicates the expectations as to what the culture of the school should be. In addition, the vision statement facilitates the development of operating procedures that translate principles into practice, informs the writing of the school objectives, which will inform budgetary planning, staff

development and curriculum planning, setting the context for management procedures, manifesting and directing the job descriptions, action plans and schemes of work.

Leading and managing curriculum change will require developing a mission statement that will offer an opportunity for school managers to operate well in implementing change. The basic school managers in Mongu Township are no exception in this quest. According to West-Burnham (1997:79), a mission statement provides the framework in which a vision can become a reality, is operational, and describes the way in which an organisation of learning has chosen to conduct its activities.

A mission statement is about responding to challenges, giving meaning to work, setting routines for ordinary school chores in the context of the broader purpose and the drive for continuous school improvement (West-Burnham 1997:79-80). West-Burnham and O'Sullivan (1998:44-46) say that, in as far as leading curriculum change and change processes is concerned, the mission statement is the essential promise that the school makes to its pupils, staff and the wider community. Leading curriculum change effectively will require linking the developed mission and vision of the school to the curriculum management functions model (Figure 2.1).

The next paragraph deals with the control function of the model in dealing with curriculum change.

2.5.4 Controlling curriculum change at the school level

Control is one of the basic management functions a school manager should execute in the management of curriculum change.

Controlling curriculum change and change processes at the school level involves three management issues: *supervising, monitoring and evaluating*.

2.5.4.1 *Supervision in curriculum change*

Supervision is an important element of management tasks in view of controlling curriculum change. Supervision is clearly defined in chapter one of this study to inform the reader ‘*what*’ school managers and class teachers do in the school setting (see paragraph 1.6 in Chapter 1).

Supervision is discussed in view of assisting understanding with regard to ‘*how*’ the basic school managers in Mongu Township can supervise the management of curriculum change and that school policies are implemented. Supervision aims at improving the core business of a school, which is teaching and learning (Ministry of Education 2010:10). Mongu Township communities and parents want the type of education delivery to reach an acceptable standard and quality for their children who are partners in building the future. Wilson (2006: 236; Glanz 2006a: 33; Glanz 2006b: 57; Glanz 2006c: 37) proffers that the management system for schools should provide quality education delivery which supports the growth of the school. Quality education delivery in a school is largely dependent on the instructional leader’s effectiveness in supervising the management of curriculum change and change processes. For Burke and Krey (2005:51; Chirichelo and Richmond 2007:vii; Lerner 2004:37) the quality of the desired change process required in the school to move towards quality education comes from the effective supervisory role that the school managers employ in managing curriculum change.

2.5.4.2 *Monitoring and evaluation in curriculum change*

The Oxford Consortium for Educational Achievement as cited by West-Burnham and O’Sullivan (1998:121-122), indicates that monitoring is the collection of information in a variety of ways in order to answer the question of good implementation. Evaluation on the other hand, refers to the process by means of which judgements are reached about the outcomes of planned action, how valuable an activity is in relation to the standard of education provided for the learners. Fundamentally speaking, the monitoring of curriculum change in schools involves the regular analysis of data to assist in pro-active decision making, accountability and evaluation of teaching and learning (Ministry of Education 2010:8).

Monitoring and evaluation in managing and controlling curriculum change in a school setting are important aspects of providing information on how the set institutional goals or planned actions are achieved. The processes of assessing or evaluating and conducting a contextual

examination of the planned curriculum change and change processes are important in management. The effective management of curriculum change demands that monitoring and evaluation are strengthened in order to make a critical assessment of the set goals for achieving the education plans (Ministry of Education 2013:60).

For managing curriculum change in the basic schools in Mongu Township, evaluation will serve as an activity designed to provide crucial information on what, how and why a programme, project or an activity is, or is not working well and how to improve it. For the Ministry of Education (2010:9), evaluation in the management of curriculum change involves, essentially, a real-time and systematic objective examination of the planned school or institutional management schedules. Monitoring and evaluation are meant to ascertain the extent to which the effective implementation of the designed education system is accomplished. School performance requires constant monitoring and evaluation to achieve greater heights in curriculum change (see discussion in paragraph 5.3.2.5 in Chapter five and Appendix 1).

2.6 OTHER RELEVANT ISSUES IN MANAGING CURRICULUM CHANGE AT THE SCHOOL LEVEL

The management functions have so far been discussed and some ideas were provided on how they help school managers in transforming a school management system and how implementing curriculum change requires these management functions. It is important to look at the other relevant issues in managing curriculum change at the school level. According to Gregorio (2006:26), the “multiple dimensions” of social change and the “changing vision” of society, including an institution of learning, may result in facilitating considerable change in the way curriculum change is managed by school managers.

Due to international demands of quality delivery of education and bearing in mind the needs of people and the educational priorities, the Zambian society adopted a curriculum change that responded to the needs of the nation. For this reason a long-term 2030 educational vision has been put in place from which the direction of education and curriculum management in Zambia is taken and driven. There is a need for change because most institutional leadership lack the zeal and enthusiasm to function effectively (Peters 2008:21). McKee, Boyatzis and Johnston (2008:3) challenge managers of schools to become active participants in learning rather than

passive readers of the text in managing planned curriculum change. Change initiatives without such individuals and collective assessment are doomed (Reeves 2009:7).

Managing planned change requires a deeper understanding of organisational culture of the school. Bowring-Carr and West-Burnham (1997:87) remark that the many processes that involve personal change will require the outcome of learning to be determined largely by the way in which the change variables, some personal intrinsic, some social and some extrinsic values are managed. For Bowring-Carr and West-Burnham (1997:152-153), to transform schools in managing curriculum change is to transform school cultures. People change the meaning that they give to themselves and to the institution at which they work, thus to transform the school does not mean only changing structures. Culture, in this connection, refers to the product of the shared values (Murphy 2007: 74), beliefs, priorities, expectations and norms that serve to inform the way in which a school as an organisation of teaching and learning manifests and exposes itself to the world (West-Burnham 1997:95).

Once the need for change has been recognised, the culture of the school has to be investigated and not the structure that might be put in place. Transforming the school in managing curriculum change is about changing the school culture completely making it a place where each one learns how to learn and being assisted to initiate own learning (Bowring-Carr & West-Burnham 1997:152-153). For the basic school managers in Mongu Township, both managers and teachers are change agents who should have a clear understanding of the organisational culture in which complex organisational problems exist that they need to manage effectively.

Zhou (2006:57) suggests that managing curriculum change lies at the heart of educational processes that aim to achieve educational objectives. A well-managed relevant curriculum change co-determines the educational quality of teaching and learning in schools. Therefore, the educational processes aimed at achieving educational aims must be of great concern to the basic school managers and teachers in Mongu Township. By changing the nature of a curriculum, it is evident that an ongoing process of change will be attained that aims at organising better learning opportunities focused on actual interactions between the teacher and the learner (Van Deventer & Kruger 2003: 7). In fact, the designed curriculum change and change processes for learning sequences and experiences with the view to producing desired learning outcomes plays a major role in facilitating the acquisition of management skills for

school managers, teaching techniques for class teachers and learning achievements for the school going children (Leithwood & Beatty 2008: 24; Joubert & Bray 2007: vii).

The acquisition of management skills assists in defining teachers' tasks with regard to curriculum management and their attitudes towards the teaching processes in the school as a community (Van der Merwe, Prinsloo & Steinmann 2009: 5; Van Deventer & Kruger 2003: 7; Leithwood & Beatty 2008: 24; Joubert & Bray 2007: vii). Other examples of managing curriculum change may be related to changing structures, organising principles and content, reaffirming the rationales behind the changes and the implications for facilitating and leading the change (Gregorio 2006:29).

Changing structures in managing curriculum change entails that the school management will need to define and redefine teachers' roles, tasks and responsibilities and organise the curriculum content into practical teaching and learning for children. The review process of managing curriculum change relates to changing structures, organising principles, content and reaffirming the rationales for change. What is important for this study in view of managing curriculum change is the fact that it remains the task of the basic school managers in Mongu Township to implement these changing school structures and apply effectively the organisational principles.

The management of curriculum change at the school level is also concerned with tackling issues of access, availability, quality and coverage of service provision, such as making available teaching and learning materials designed for the schools (Ministry of Education 2010:9). Nyambe (2012a:3), a Senior Principal Education Standards Officer at the Ministry of Education Headquarters, profoundly articulates that the management of curriculum change in the Zambian schools should include:

...efficient and effective teaching and learning, provision and delivery of appropriate curriculum activities, improvement of skills in different aspects of the curriculum (systematic deployment of teachers, class allocations, and allocation of materials), provision of textbooks and media resources, availability of library facilities.

Education change depends on what teachers do and think. Furnmann (2009: 635) agrees with Razik and Swanson (2010:364) who attest that it is relevant that change agents must be able to

identify and analyse complex organisational problems. Also that change agents must have a sound insight into the effect of organisational culture and climate on employees and must conceptualise and implement a broad plan for managing change. Furthermore, they need to share power, roles, and develop consensus for collaborative decision-making, maintain the operations of their education system and monitor inputs and outputs of change. Change agents are also expected to maintain positive aspects of the school system and work towards the improvements in the planned work schedules.

Reeves (2009:46) proffers that "change is a loss and managers who believe in the myth of the popularity of change had better start searching for the change fairy." Therefore, change managers should reaffirm the values of respect and fairness, and alter the often prevailing image of change as an overwhelming and pervasive threat. They are expected to draw closer to the perception that it is the modification of practice within the broader picture of affirming change. They should also believe that these issues are not merely a semantic game, but are in essence a part of sound management (Reeves 2009:8). According to Goens (2005:39), supported by Reeves (2009:8), change managers in the school should display kindness, caring and compassion for change agents that must be acknowledged and preserved.

Curriculum change in institutions of teaching and learning is necessary for opening up opportunities to acquire or practise new management skills, increase job satisfaction and improve working practice. Therefore, the school management should provide the opportunity to work with new people. They also have to provide for better use of time and skills, increase responsibility and rewards and increase efficiency (Razik & Swanson 2010:348). In this regard, there is a need to change and manage policies, innovations, attitudes, knowledge, materials, techniques, skills and behaviour to meet the required changes in education. It is for this reason that Razik and Swanson (2010:347) conclude that the implementation of a systematic change looks at altering the behaviours, structures, procedures, purpose or outputs of some units within an organisation. The implementation of a systematic and planned change in the basic schools in Mongu Township will require what Haydon (2007:9) and Fullan (2007:44) suggest, namely that managing systematic and planned curriculum change is managing behavioural and emotional change, beliefs, values, shared vision or ownership. Therefore, it is the responsibility of the managers in Mongu Township basic schools to ensure that the management skills for managing curriculum change and change processes in their institutions of learning should be effectively provided and improved.

Razik and Swanson (2010:348) conceptualise three types of perspectives in managing curriculum change: '*enforced*', '*expedient*,' and '*essential*.' Enforced change entails the needs for change in a school which are identified from external forces. Expedient change looks at meeting immediate concerns of an institution in managing the change processes. Essential change demands implementation of the needs identified from the internal forces rather than external sources. For Gregorio (2006:27), curriculum managers should construct an effective process of providing a curriculum applicable to local conditions, and increasing the chances of producing quality syllabuses and learning outcomes. Lessons can be learnt by school managers in Mongu Township on how best they can adapt Razik and Swanson's (2010:348) types of change and change processes and Gregorio's (2006: 27) assertions about curriculum change. However, one should keep in mind that the school managers in the basic schools in Mongu Township in Zambia are not, at this stage, mandated to change the content of the curriculum because that job has already been attended to by the authorised curriculum specialists, planners, designers and implementers in Lusaka at the Curriculum Development Centre (CDC).

According to Tomlinson, Brimijoin and Narvaez (2008:108), "if the prospect of a major change initiative is unsettling to change agents, it is no less so for the school manager who risks tension and accepts the stress and uncertainty of managing change." Managers who are willing catalysts for change towards more academically responsive classrooms feel a sense of responsibility for the learners in their schools and for the change agents they ask to risk change (Tomlinson, Brimijoin & Narvaez 2008:108). In managing change initiatives, school managers need to respond to the important and imperative curriculum issues to create an academically responsive classroom environment. It is a necessity and requirement for change.

The gap that exists between the vision and the education process necessitates that education managers manage curriculum change effectively and respond effectively to the dictates and principles of education management. This may imply that the school managers in the studied basic schools in Mongu Township in Zambia need to bridge the gap between the national vision of education and the ongoing educational processes in the schools. The desire to increase the emphasis on quality delivery of education, access to schooling, quality assurance, and the focus on the relevance of the curriculum offered may, essentially, result in taking steps and planning strategies to manage curriculum change in a relevant way. The point which is driven home here is simply to take the needs and priorities of change processes into consideration when managing curriculum change.

Paragraph 2.7 extensively explores the many identifiable factors why most schools fail to change and how managing curriculum change has not been successfully accomplished.

2.7 NEGATIVE FACTORS AFFECTING THE MANAGEMENT OF CURRICULUM CHANGE

There are many factors why most schools fail to change or to manage change successfully, which the basic school managers in Mongu Township should take note of in the manner they manage curriculum change in their basic schools. For Squire and Reigeluth (2000:150), the most noticeable “outcome of any fundamental change process must be a change in the stakeholders’ mindsets and beliefs about education.” Without change in the users’ mindsets, no changes are likely to succeed. Schollaert and Leenheer (2006:163) argue that change efforts fail because of certain factors:

... voluntarism (the willingness to change), determinism (non-influencibility and non-marketability of change), learning capacity (lack of feedback), and lack of memory of organisation (lack of capacity to store experiences in an appropriate way).

Pellicer (2008: 51) and Schollaert and Leenheer (2006:163) claim that barriers to change will occur if there is a low morale, if change agents are not respected, if existing track records of failed innovations are evident, if risk taking is discouraged and if leaders have negative attitudes towards change and little outside support for change. Reiss (2007: 53), Murphy (2007:74), and Schollaert and Leenheer (2006:163) proffer further that barriers to change may occur if teachers lack motivation, if there is no practical training and support, if change agents do not adapt to developing circumstances, if there are no recognised local needs, if managers offer no sense of collective ownership to change agents, if managers do not build a critical mass for change, if change shows no beneficial innovations, if change is not clearly understood, if change agents are at odds with the professional beliefs, and if change is inadequately resourced. The school managers in Mongu Township should, by and large, take serious consideration of these pertinent issues presented herewith for them to manage their schools efficiently in order to assume optimum standards of achievement (see Chapter 5 paragraph 5.3.1 and 5.3.2.1).

According to Goldberg (2000:84-85), one of the major reasons why schools do not change much is that change needs management skills which most managers do not possess. Goldberg (2000:84-85), claims that change needs commitment, intelligent managers, an agenda and awareness of the conditions that have to be in place and a grasp of the strategies that one has to use to effect change well. Goldberg (2000:84-85) further attests that change requires management to stay in a school for over a long period of time. Most school managers do not stay in the job long enough to effect curriculum change and change processes. It is important to see if staying short in the managerial positions or jobs to effect change was the case with the basic school managers in Mongu Township after the restructuring programme of the Ministry of Education in 2003 (Ministry of Education 2005b: 25) (see paragraph 5.3.2.1).

The cultural dimensions in a school tend to influence effective learning (Van der Westhuizen, Mosoge & Van Vuuren 2004: 705). Many children in the school environment come from different cultural homes where different cultural practices are experienced and where different languages are spoken. These different backgrounds that learners possess and experience in a school tend to influence effective learning processes. This may in turn affect the management of change processes in the school environment and thus need to be taken into account.

Fullan (2007:26) argues persuasively that change fails partly because of planners' assumptions and because it is difficult to solve complex problems. The character of change, the working of the local district, the culture of individual schools and their external relationships interact to produce what change will be like (Fullan 2007:26). The basic school managers in Mongu Township must learn from these challenges, lest they fall into the pit of the mismanagement of their school affairs in managing curriculum change.

It is important to reflect on the many challenges which the national education is concerned with regard to managing planned changes in the Zambia schools, especially the lower sections of the education system. Nyambe (2012b:2) clearly articulates that a number of limitations occur in the implementation of curriculum change and change processes:

- difficulties in finding appropriate personnel to implement and manage change.
- negative attitudes towards change by change agents in schools.
- some topics may overlap during implementation of change processes.

- lack of financial resources for the implementation of curriculum change.
- lack of skills for teachers to implement curriculum change.
- lack of assessment and evaluation skills by school managers and inspectors.
- inadequate manpower to facilitate the monitoring process.
- unfamiliar change to most teachers and school head teachers.
- unlikely that the curriculum change will take into account every local culture, values, ethics, ideals and the tradition of the society or schools
- problems in selecting the language of instruction which suits the needs of learners and finally,
- some teachers believe that they have to follow the official curriculum designed for instruction.

Tomlinson, Brimijoin and Narvaez (2008:11) identify ten (10) critical factors that contribute to the failure of managing planned change efforts. The basic school managers in Mongu Township need to take note of the factors outlined below that contribute to the failure of managing planned or systematic change. They need to come up with the best management practices to manage curriculum change effectively in their school settings. The factors that contribute to the failure of managing planned change efforts in the school management programmes and systems include the following:

- **Understanding the complexity of the change processes**

Managers of schools are often not ready to deal with the implications of the change for the school or classroom practice. They superficially deal with change; they are not committed to the change and are not ready to deal with fear, tension, loss and conflict that accompanies change.

- **Mandating change**

It is difficult to alter routines even when there is a good reason and on top of that the change agents seldom perceive it as a good mandate.

- **Insufficient management versus providing a vision**

The managers for change must be keepers of a vision, well informed about the vision, and good communicators of a vision. This management aspect is lacking in some school managers who manage change processes.

- **Insufficient support and inadequate resources provision**

The change efforts affect the actual school routines that require more support, implying that there is a need for long-term and reliable information, feedback collaboration, guided reflection, material and resource provision and indeed reassurance about change.

- **Failure to deal with the multifaceted nature of change**

Making changes demands alterations in beliefs, attitudes, practices, use of materials, and the culture of the school itself. Failure to alter undermines the possibility of change.

- **Lack of persistence**

Significant change takes many years to evolve and must be nurtured for long.

- **Inattention to change agents' personal circumstances**

Change agents have high-levels of job stress and personal lives, different levels of professional expertise and different approaches to their work and learning styles, which must be taken into account for change processes to succeed.

- **Lack of shared clarity about a plan for change**

Change agents must have a plan with regard to the change process, must understand the plan well and what is expected of them in the change processes so that support is available during the time of implementing and managing change processes.

- **Weak linkages to learner effect and outcomes**

A change initiative must not be discussed without ensuring that it remains focused on the change agents who will experience it and examining their implementation.

- **Missteps with scope and pacing**

The scope and pacing of change is critical with regard to its outcomes.

Van der Westhuizen discovered striking results of resistance to change in the implementation of Curriculum 2005 that the secondary school principals in South Africa exhibited as articulated below:

... loss in job security, loss of established customs that provided security, increased work pressure, fear of unknown, perception that change was not an improvement, disruption of status quo, fear that change would not succeed, absence of a need to change, lack of creative power, lack of courage to take risks, inability to handle uncertainties during change process, irreconcilability of cultural characteristics with the proposed change, low tolerance for change, lack of resources to facilitate change, insufficient evaluation of the progress of the change, incomprehensible purpose of the change, doubt about own abilities, lack of positive climate for change, unclear role definitions, wrong timing of the implementation of change, no need for change as revealed by previous experiences, lack of application of work strategy for change, lack of power performance innovations, lack of support from the management of the school during change process, weak strategies for managing resistance to change, absence of participative decision making, high level of organisational conflict, authoritarian school management, insufficient communication between schools, staff, the community and school district in the management team of the school (Van der Westhuizen 1996, in: Blandford 1997:179-180).

It must not be forgotten that the new curriculum had its own experienced challenges and successes as discussed in chapter five in this study. The issues discussed above point to the many factors regarding why most schools fail to change or to manage curriculum change successfully. Consequently, basic school managers in Mongu Township should take note of these many factors in the manner they manage curriculum change in their schools. The most noticeable outcome of any fundamental change process must essentially be a change in the stakeholders' mindsets and beliefs about change in the education system. Presented below are

the many strategies a manager of a school could consider to manage curriculum change and change processes proficiently, consistently and effectively.

2.8 MANAGING RESISTANCE TO CURRICULUM CHANGE

2.8.1 Strategies to reduce resistance in managing curriculum change

If the management model to manage change in basic schools in Mongu Township is to take shape, the discussed strategies below will help school managers to manage change in their schools proficiently. A school is considered a social organisation within which processes of change occur. Resistance to change can be tackled in many ways in a school. The effective management of resistance depends on the leadership and management skills of a school manager. Choosing a strategy for reducing resistance to change will involve identifying the levels of complexity and time needed, identifying resistances and analysing them, selecting methods of overcoming resistance and taking into account one's attitudes towards the change (Blandford 1997:180). Razik and Swanson (2010:352-353) cite change strategies based on the 1969 Chin and Benne Model that depicts change strategies as "rational empirical, normative-reductive, power-coercive and environmental-adaptive".

CACC (2002b:5-6) identifies six strategies to reduce resistance in organisations as an institution of learning. Fielding (2001: 306-307) supports CACC's (2002b:5-6) identification of the six strategies to reduce resistance in organisations. The first strategy is that all role players or change agents involved in the change process must be furnished with information and be educated with regard to the reasons why there should be change in the organisation or a school. Resistance is caused by misinformation or poor communication about change. With regard to leadership, effective change can firstly be brought about by means of effective communication, one-to-one discussions, through memos, reports or group representatives.

Secondly, change agents must participate in the change processes because their involvement may increase commitment and the quality of change decisions. In this way, change agents feel they own the change processes. Thirdly, change agents must be given a chance to facilitate and support the change processes (Fullan 2007:5; Hoadley, Christie & Ward 2010:383; Glickman 2002: 476). Fourthly, negotiations must take place with change agents to facilitate change. Fifthly, change agents must be manipulated and co-opted in the change processes to reduce

resistance. Sixthly, explicit and implicit coercion must be applied directly to the resisters in managing curriculum change in a school.

However, coercion and manipulation in managing resistance to change processes have been described by some thinkers as retrogressive strategies to be applied regarding the achievement of the management goals for an organisation. In a school set-up, coercion may be applied and could work out in the form of threats of transfers, loss of promotions, negative performance evaluation, or a poor letter of recommendation. However, it is strongly advised that coercion must only be used as a last resort to influence change in an organisation. Schollaert and Leenheer (2006:71) propose the following strategies to reduce resistance in an institution of learning: providing teachers with appropriate forms of in-service teacher training which are directly linked to their instruction; involving many successful and effective teachers in the decision-making process relating to their work with learners; purposefully developing the culture of mutual trust for the purpose of collegial collaboration; and the exchange of ideas and experiences.

Brigita Rupar (2001, in: Schollaert & Leenheer 2006:272) claims that supervision is the correct method of facilitating professional growth and developing new skills, which will diminish resistance in an organisation. Schollaert & Leenheer (2006:272) sees supervision as “an interpersonal interaction with the general goal that one person, the supervisor, meets with another, the supervisee, in an effort to make the later more effective with helping people”. The processes of supervision should lead to a changed understanding of professional reality and to the formation of new beliefs and actions.

Supervision is the strategic function of implementing change in schools (also discussed in paragraph 2.7.2.1 above). Furthermore, it is a potential factor to help teachers re-model their attitudes towards changes within a safe environment and it offers a significant opportunity for fast development. It will also acquaint schools better regarding the changes in the global process as an opportunity for solving mutual problems, helping each other and raising new ideas. The supervisor can perform the role of a change agent to support teachers by enabling them to acquire new pedagogical and supervisory skills and developing their ability to reflect on their pedagogical practice. In addition, it is believed that school improvement can be based on supervision, inspection, monitoring and evaluation in change management.

The management functions model for managing change discussed in paragraph 2.5, and the above articulated strategies to manage resistance can be helpful for the basic school managers in Mongu Township if they want to integrate these strategies with a view to transforming and managing their educational institutions to realise the targeted goals and to respond effectively to the international educational concerns raised by the Millennium Development Goals (MDGs) and Education For All (EFA) goals to which Zambia is a signatory.

2.9 CONCLUSION

Chapter two is the conceptual framework of this study in which generic interpretations and analyses are presented. The researcher has discussed and presented many conceptual framework issues surrounding the management of curriculum change in the basic schools. The decision to reflect on other writers' notions about the research topic contributes to the credibility, applicability, reliability and trustworthiness of the study. Three fundamental research concepts have been presented and discussed in this chapter, namely: *management*, *change* and *curriculum*. These research concepts have been explored, examined and defined by the researcher to bring about conceptual clarities linked to the study. The management functions model discussed in this chapter relates to the applicability of management skills that head teachers need to possess in managing curriculum change. The presented and discussed management functions or roles comprise: *planning, organising, leadership, and control*.

There were many discovered factors in this research which affected the management of curriculum change. One of the discovered deterrent factors was resistance. Strategies for managing resistance in curriculum change, for example, effective communication and supervision were presented.

This chapter is closely linked to the management issues relating to curriculum change which are raised in Chapter three. The presentations, discussions and analyses done by the researcher on the management of curriculum change in Chapter three will assist the researcher to explore how some theories in the management of curriculum change were effectively applied in some countries to comparatively show how those theories worked out with regard to the management of curriculum change.

CHAPTER THREE

INTERNATIONAL PERSPECTIVES ON THE MANAGEMENT OF CURRICULUM CHANGE

3.1 INTRODUCTION

Chapter three closely links with the issues raised in the conceptual framework literature review in Chapter two, thereby maintaining the flow of arguments in building the framework needed to be able to understand how curriculum change and change processes can be managed effectively. The researcher undertook the literature study to assess what other researchers reported on the same research topic.

Countries in Europe (Finland, England, Sweden, Ireland), Eastern Asia, Africa (Uganda) and two schools in the United States of America (USA) were sampled by the researcher in this chapter. The management of the teaching and learning performance as well as the challenges encountered in managing curriculum change are discussed. Attention is also given to the interpretation of the education policies formulated for the purpose of managing curriculum change. This chapter aims at reviewing the critical points of current knowledge on the research topic and as such seeks to describe, summarise, evaluate, clarify and put together the content of other research reports (Dillinger 2005:41-51; Dillinger & Leech 2007: 309-332). The information obtained from the literature sources provided the researcher with insight on how curriculum change and change processes were executed in selected parts or schools of the studied countries.

Neuman (2003:96) attests that the goals of a theoretical framework literature study include the following issues:

... demonstrating a familiarity with a body of knowledge and establishing its credibility, showing the path of prior research and how a current research project is linked to it, integrating and summarising what is known in an area of inquiry and learning (Neuman 2003:96).

Chapter three aims at assessing the international standpoints on the way curriculum change and change processes were managed in different countries of the world. Certain writers refer to curriculum change as “*curriculum renewal*” or “*educational reforms*” (Darling-Hammond &

Bransford 2005:442). The studies conducted in different parts of the world exposed both interesting points of view and debatable issues about managing curriculum change. Many similarities and differences emerged from the studies conducted by numerous researchers concerning the effective management of curriculum change and change processes as well as the interpretation of educational policies which focused on improving the quality of delivery of curricula.

Concerted efforts were pivotal in effectively managing curriculum change in schools. In some cases, all the educational stakeholders were reported to have been involved and participated in the quality delivery of education through the process of collegial decision-making, planning and the implementation and management of curriculum change and change processes (Wahlstrom & Louis 2008: 458–95; Woolfolk, Hoy, Hoy & Kurz 2008: 821–35; Reiss 2007: 53). The management of curriculum change was understood by some concerned change agents in certain cases, while in others the change was misunderstood and resisted. Consequently, resistance was difficult to resolve.

Chapter three deals with diverse issues such as the above pertaining to what other scholars had previously discovered in the field of inquiry related to this study. Curriculum change in Europe is discussed first.

3.2 CURRICULUM CHANGE AND CHANGE PROCESSES IN EUROPE

European education systems changed substantially following the changes that took place in politics, technology and learning styles in schools. Essentially, curriculum changes were implemented and managed according to the dictates of each country's policy imperatives.

Bush (2007:401) claims that the task of management at all levels in education is to create and support conditions under which teachers and learners can achieve effective teaching and learning. Marc van den Brande (as cited by Schollaert & Leenheer 2006:77) asserts that change is unavoidable. He indicates that schools in Europe were confronted with a variety of new challenges that were universal, regional and or local, which included issues such as: “globalisation, a shift in values, demographic change and the ICT-revolution.” Schollaert & Leenheer (2006:78) argues that international organisations such as the European Union (EU), the United Nations (UN) and the World Bank played a dual role, not only in terms of the

administration of the global economic position but also in educational processes. Globalisation seemed to influence the way in which global education was run in view of maintaining the required educational standards. Economic and social values of the education system were considered to be important issues in managing curriculum change and change processes.

An education conference was held in Brussels as recounted by the LEONIE-consortium report of 2005 on the topic *understanding change*. The report revealed a striking shift from the then traditional thinking about curriculum change to a modernised perspective on managing curriculum change, a shift which was also reflected by Wahlstrom and Louis (2008: 458–95) and Woolfolk, Hoy, Hoy and Kurz (2008: 821–35) in their work regarding the modernisation of curriculum management in schools. According to the report, a shift to adapt to change aimed at shaping the future was imperative. It was observed that changes in the family structure in Europe had implications for school education, which consequently affected how curriculum change was managed in schools. Furthermore, the current ICT-revolution influenced education delivery greatly in Europe. According to the LEONIE-consortium report of 2005 economy, technology, politics and society represented the exogenous (external) and the endogenous (internal) trends of change in education in Europe. The trends of change in education were focused on the institutional context of learning, the range and quality of the provision of education, learning practices, allocation of resources and access to learning opportunities and the organisation and distribution of the resources (Wahlstrom & Louis 2008: 458).

The LEONIE-consortium report (LEONIE-report 2005) of April 2005 and Schollaert and Leenheer (2006:82-86) present insightful evidence on the implementation of the European education policies that affected the management of curriculum change and change processes. The report indicates that heads of state and governments in Europe acknowledged at the Lisbon European Council held in March 2000 that the European Union (EU) faced challenges resulting from globalisation and a knowledge-driven economy. The Union was set to become the most competitive knowledge-based economy. Importantly, the essential role of education in achieving these major strategic economic goals of the European Union was identified to be a major deciding factor in achieving curriculum development. The role played by the European Union influenced the ways curriculum change and change processes were managed in schools (National Council for Curriculum Assessment 2005: 18; Department of Education and Science 2005:53).

According to the LEONIE-consortium report of 2005 (LEONIE-report 2005), the EU had no real authority over the education policy of each member state. This discernible barrier faced by the EU resulted in the formation of the open-ended method of co-ordination. Joint strategies to achieve certain objectives were developed in which the Education Council was asked to reflect on concrete objectives of the education system, focusing on common problems while also respecting national diversity. In February 2001, the council approved three strategic goals and thirteen associated objectives with the aim of contributing to the new strategic goal for the European education system.

The approved three strategic goals were: (a) increasing the quality and effectiveness of education and learning systems in the EU; (b) facilitating the access of all to education and training systems; and (c) opening up education and training systems to the wider world. This step marked the beginning of major education reforms in Europe (National Council for Curriculum Assessment 2005: 18; Department of Education and Science 2005:53).

The LEONIE-consortium report of 2005 (LEONIE-report 2005), Schollaert and Leenheer (2006:86-88) and Bubb and Earley (2007:48) indicate with regard to educational autonomy in European schools that member states of the European Union (EU) were regarded as the interpreters of the European policy on education. As stated earlier on, the EU had no explicit authority concerning the individual state education, professional training and the education policies of a member state at the legislative level. The EU may only make recommendations, which would not necessarily be compulsory to a member state. The LEONIE-consortium report of 2005 (LEONIE-report 2005) and Schollaert and Leenheer (2006:97) remark that the autonomy of the school system encompassed the “*organisation of the primary process*,” which was the actual teaching and learning, and the “*organisation of the work*,” which dealt with financial, material resources and human resource management. In this regard, Mullins (2005:165) explains that management entails the implementation of both the national and school policy guidelines and the effective maintenance of the school’s current activities. The organisation of the primary educational processes was an essential counterpart of the school’s vision in the management of the entire school’s affairs (Kapur 2007:242; Reeves 2009:5; West-Burnham 1997:118).

Curriculum change and the associated change processes of several countries of Europe are next discussed. Researchers who studied the extent to which curriculum change and innovations

were implemented in some schools in Finland presented their findings at the British Educational Research Association Annual Conference as reported in paragraph 3.2.1 below.

3.2.1 Managing curriculum change and change processes in some selected schools in Finland

Rosemary Webb and Graham Vulliamy from the University of York and Kirsti Häkkinen, Seppo Hämäläinen, Eija Kimonen, Raimo Nevalainen and Maija-Liisa Nikki carried out an analysis of the management of curriculum change and change processes in Finland in the York-Finnish Project on educational change in 1997. The writers report in their findings that centralised guidelines in Finland had a considerable impact on the management of curriculum change and change processes. The research was conducted in 6 schools in Finland. The researchers presented the paper on their research findings at the British Educational Research Association Annual Conference from 11th to 14th September 1997 at the University of York.

The Finish class teachers supported their national policy by focusing on an intergrated school-based curriculum and pedagogies which, subsequently, resulted in active learning processes in the classroom. The researchers discovered that successful school managers support class teachers in managing curriculum change and change processes (Schollaert & Leenheer 2006:77). Rebores (2011:179) indicates that as an organisation a school needs well-qualified managers, teachers and support personnel to fulfil the mandate of change, which was the case in Finland. School managers are held accountable for what they do to support class teachers with regard to schools' administrative and management affairs (Middlewood, Parker & Beere 2005: 27; Early & Weindling 2004: 78; Joubert & Bray 2007: xv). According to James *et al.* (2006a.101-118), it is against this background that policy makers at a national level and those in decision-making positions in schools should understand the fundamental need for time to allow individuals to do the changing.

The curriculum development in the two Finnish schools, Makilampi and Suvila, was a major factor enabling the school managers to lead the way in curriculum change and change processes in schools (Webb *et al.* 1997:2). The head teachers strongly supported the nature and content of the reforms and had already worked on the nature and content of the reforms several years. They set forth their ideals to plan what was required and to put elements of it into place prior to the publication of the curriculum structure for implementation. One of the set forth ideals

was supervision which aimed at improving the core business of managing curriculum change and change processes in schools with reference to classroom teaching and learning (Schollaert & Leenheer 2006:77; Wilson 2006: 236; Glanz 2006a: 33; Glanz 2006b: 57; Glanz 2006c:37, McKee, Boyatzis & Johnston 2008:3; Burke & Krey 2005:51; Chirichelo & Richmond 2007: vii; Larner 2004:37).

Webb *et al.* (1997:2) report that class teachers were able to draw on their previous experiences and practices of curriculum change to apply the new education reforms in order to develop further and promote their preferred curriculum practices. In addition, through supporting curriculum development in their schools, all the teachers were cognisant of the matters involved in trying to change their attitudes and practices (Webb *et al.* 1997:2). The class teachers at Makilampi and Suvila Schools believed that the process of transforming the curriculum and classroom organisation in a school in line with national policy was an endless process (see paragraph 5.3.2.4 on the management roles of the basic school class teachers). The structure of the new curriculum encouraged them to take the work forward that they already achieved (Webb *et al.* 1997:4).

Gopee and Galloway (2009:48), Cunningham and Cordeiro (2009:64) and Reeves (2009:26) claim that some class teachers in schools do not fully adhere to curriculum change strategies. Webb *et al.* (1997:3) also report that in Finland class teachers did not adhere to curriculum change strategies. Some of the studied Finnish schools were not committed to the ideals and practices that were promoted in the new curriculum. Some of the class teachers in the studied Finnish schools relied heavily upon the national and municipal curricula that were supported by the use of prescribed textbooks guiding them on what to teach and how to teach. As a result, the nature of the changes to be made and the processes to achieve them in the new curriculum caused considerable concern. Webb *et al.* (1997:4; Leithwood *et al.* 2008: 253–266; Landy and Conte 2007:519) offer explanations indicating there were no supportive staff relationships to help the teachers to cope with the changes. The staff at Villenkallio School, for example, lost confidence in implementing the curriculum change. Although the teachers at Villenkallio School were faced with the urgency for change, they experienced it difficult to cope with the change. They felt that they required practical curriculum support from the chief education officer responsible for the implementation of the new curriculum. Their experience indicates that school managers are required to adequately use the right change tools for the system to change (Christensen, Marx & Stevenson 2006:77). According to Webb *et al.* (1997:4) the

Finnish data also contained numerous examples of some class teachers at Villenkallio School that were prepared to incorporate some of the new ideas from the changed curriculum into their existing practices. However, they still wanted to maintain the content of the irrelevant curriculum.

There were also a few examples of improvement amongst class teachers at Vaara School where the changes contributed to class teachers' professional development in areas new to them. Additionally, the teachers focused on learning how to plan co-operatively resulting in class teachers developing pupil self-assessment in school project work (Webb *et al.* 1997:4). There were also examples of resistance to the education reforms. Class teachers at Vaara School intended to continue with the former policy on separate subject teaching, whole class instruction and the use of prescribed textbooks and the already prepared materials and tests for use in the classroom teaching and learning. Resistance to the education reforms which was observed amongst some class teachers at Vaara School is worth noting as resistance to education reforms is inevitable in managing curriculum change and change processes (see also paragraph 2.9 on the negative factors affecting the management of curriculum change and change processes and also paragraph 2.10 on managing resistance to curriculum change and paragraph 2.10.1 on strategies to reduce resistance in managing curriculum change and change processes).

The researchers discovered that two schools were leading the way in the implementation of the curriculum change and change processes in Finland in 1997. Both the head teachers of Suvila School and Makilampi School explicitly used new curriculum policy changes and classroom organisation in their schools to promote far-reaching changes (Webb *et al.* 1997:6; Reiss 2007: 53; Murphy 2007:74; Pellicer 2008: 51; Pryor and Pryor 2005: 7-8). Co-operation in the implementation of the curriculum change and change processes prevailed in Suvila and Makilampi schools. Co-operation was evident because class teachers' values and preferences were in harmony with the education reforms. Co-operation was encouraged by the innovative practices that were already being developed by the school management. Innovative class teachers at Makilampi School operated within the school to spearhead curriculum implementation and had a profound impact on the school. Class teachers' values proved to be a powerful factor in interpreting and implementing the changes. Core values, such as a commitment to a child-centred and experience-based integrated curriculum, were embraced by many teachers at Makilampi School.

In Finland, the class teachers at Makilampi School and Suvila School experienced great motivation and support as their work progressed at the forefront of valued practice (Webb *et al.* 1997:6). Schools, as organisations, can adapt to environmental and cultural shifts, change strategies and can be a source of innovative services and resources, and create an atmosphere of excitement and engagement with regard to change (Reeves 2009: 35). Tillman (2008: 601; Furnham 2005: 65; Brower & Balch 2005: 83) indicates that leaders who create conditions where staff are valued, can win the support of change agents. However, some individual class teachers could not understand the rationale for the education reforms and felt it was appropriate for them to follow the local curriculum. Webb *et al.* (1997:5-6) attest that such teachers believed that transformation undermined beliefs and challenged practices in the schools. Such class teachers felt insecure, as they were extremely uncertain about expectations and procedures. They felt that their sense of personal competence was challenged, and their identity undermined (Webb *et al.* 1997:8).

According to Webb *et al.* (1997:7), many schools were not in a position to manage imposed changes readily. In the studied Finnish schools, the curriculum reform was implemented by way of holding meetings with all the staff and working groups. The meetings were valuable because they helped them understand colleagues' perspectives and to feel ownership of the school-based curriculum change and altered processes (Webb *et al.* 1997:7-8). The Finnish class teachers valued the idea of the whole school and working-group meetings that were planned to discuss and produce the school-based curriculum change. Gopee and Galloway (2009:48), Cunningham and Cordeiro (2009:64) and Reiss (2007: 53) also state that some class teachers in schools value the idea of working together as a team to produce good results, but also mention that others prefer to work in isolation, which negatively impacts on the effective management of the classroom teaching processes.

The empirical research findings on the management of curriculum change and change processes in the UK were presented at the British Educational Research Association Annual Conference as presented below.

3.2.2 Managing curriculum change in England

Rosemary Webb and Graham Vulliamy from the University of York and Kirsti Häkkinen, Seppo Hämäläinen, Eija Kimonen, Raimo Nevalainen and Maija-Liisa Nikki carried out an

analysis of the management of curriculum change and change processes in England as part of the York-Finnish Project in educational change in the year 1997. The research was successfully conducted in 6 schools in England concerning the management of curriculum change and change processes. The researchers presented the paper of their research findings at the British Educational Research Association Annual Conference from 11th to 14th September 1997 at the University of York (Webb *et al.* 1997:2).

The researchers discovered that the English policy makers were attempting to implement a conventional emphasis on subject based teaching for the whole class. Class teachers in English schools were told to relinquish their caring roles, moving from being a “*generalistic class teacher*” to a “*subject specialist*” and moving away from “*restricted*” to “*extended professionalism*” (Webb *et al.* 1997:2). According to the study, curriculum change in England meant the production of more documentation, thereby increasing the workload and reducing the time for preparations for classroom teaching in order to improve learning performances (Webb *et al.* 1997:2).

Despite the emerging issues of autonomy within the European education policy, studies conducted in the UK in 1997 on changes that affect school managers, with special reference to curriculum change and change processes in England, indicated that some of the school managers were not prepared for the life-changing event of assuming the role of managers of change. They felt that there had been a lack of preparation for major decisions that required reflection and assistance, specifically relating to personal values and ethical concerns (Webb *et al.* 1997:4). Reeves (2009: 35) accentuates that schools can adapt to environmental and cultural shifts, can adhere to change strategies and can be a source of innovative services and resources, and create an atmosphere of excitement and engagement with regard to change. However, a qualified school manager should not fail to prepare and plan strategies to manage school programmes (see also paragraph 2.5.3 on leading curriculum change and change processes at the school level).

Bell (1999:9, in CACC 2000b:64) attests that the role of school management becomes more relevant in the sense that good school managers can transform a school system; poor school managers can block progress and achievement. Bell accentuates further that it is essential that measures be put in place to strengthen the skills of all new and serving school managers. The strategy chosen to solve the problems and challenges should match the type of change

envisaged and the context in which it is taking place. Sustainable improvement in a school can only be achieved by steadily working on the multitude of factors involved in the organisation of curriculum change (Pryor & Pryor 2005:7-8; Schollaert & Leenheer 2006:59). Strategies chosen by the school managers in Great Britain helped to manage school programmes effectively, which is an important matter to consider for this study as well.

A study that was conducted by Webb *et. al.* (1997:2) amongst school managers in Great Britain on the management of curriculum change and change processes concluded that managers could perform well if they had undergone a university-based degree programme or attended training for specialist professional development. Professional qualifications helped school managers in Great Britain to perform satisfactorily in the management of school programmes. As an organisation a school needs well-qualified managers, class teachers and support personnel to fulfil the mandate of change (Rebore 2011:179). School managers are held accountable for what they do with regard to schools' administrative and management affairs (Middlewood, Parker & Beere 2005: 27; Early & Weindling 2004: 78; Joubert & Bray 2007: xv).

In other studies (CACC 2000a:63-64), it is also echoed that principals should make sure that the different subject curricula are implemented in such a way that the educational goals of the school are met. Teachers cannot be empowered effectively if they do not have instructional managers to keep them on track, who need to be well-informed, well-trained and much involved. The training in specialist professional development for curriculum change in the UK was pivotal for success, which is also an important finding to keep in mind in this study (see also paragraph 5.3.1.3 on continuing professional development). School managers who are willing catalysts for change towards more academically responsive classrooms feel a sense of responsibility for the learners in their schools and for the teachers they ask to risk change (Tomlinson, Brimijoin & Narvaez 2008:108). Professional qualifications for the school managers are also important regarding the management of curriculum change and change processes in the basic schools in Mongu Township in Zambia (see also paragraph 2.5.3 on leading curriculum change and change processes at the school level and also paragraph 5.3.2.1 on the management roles of the basic school head teachers).

The study that was conducted amongst school managers in the UK by Adey (2000:19) revealed that 57.4% of school managers had not received any training to prepare and equip them for their roles in management, which is why some school managers failed to manage the school

programmes and curriculum change effectively. After realising the inadequacy in school management, the government in the UK identified types of professional development and training opportunities for the school managers. The central government implemented the training programmes to improve the management skills and roles of the newly appointed school managers. The roles of school managers in the management of curriculum change are important to be mentioned here because they explain to some degree why some school managers in the UK initially failed to manage the school programmes and curriculum change and change processes effectively (see paragraph 2.5.3 on leading curriculum change and change processes at the school level, paragraph 5.3.2.1 on the management roles of the basic school head teachers and also paragraph 5.3.1.3 on continuing professional development).

According to Goldberg (2000:84-85), one of the major reasons why schools do not change much is that change needs management skills which most managers do not possess. Thus, change needs commitment, intelligent managers, an agenda and understanding of the strategies used to effect change. In Great Britain parents, teachers, professional bodies and representatives of higher education in collaboration with the government all had an important part to play in formulating and expressing the purpose of the national education and the standards that they needed. Here standards went with the effective management of the developed curriculum change to deliver quality education (Webb *et al.* 1997:2). The above two matters, namely, the wide collaboration and setting standards for curriculum management are also relevant to this study. Wahlstrom and Louis (2008: 458; Leithwood 2008:71; Leithwood & Mascal 2008: 529; Landy & Conte 2007:519; Levin & McCullough 2008:2; Daresh 2007:115; Tellier 2007:7; Gopee & Galloway 2009:48; Collinson & Cook 2007: 200; Tillman 2008: 601; Cunningham & Cordeiro 2009:64; Gregorio 2006:29; Reiss 2007: 53) also believe that the roles played by parents in collaboration with class teachers, professional bodies and the representatives of higher education (in collaboration with the government) is important for the purpose of achieving the national education standards and the standards of teaching in schools.

Bubb and Earley (2007:48) explain that the successes of Worthy Primary School in managing curriculum change in Great Britain were linked to the training of school managers to implement quality education. Essentially, providing high-quality education and the effective training of the school managers enabled both the school organisation and individuals to improve professionally. It is believed that well-trained, well-motivated and effective staff could manage

the curriculum and valuable resources that provide a first-class education for all learners. Professional development in managing curriculum change and change processes leads to gaining the specific knowledge and skills required (Bubb & Earley 2007:69). Well-motivated and effective staff could manage the curriculum change and change processes and valuable resources effectively and satisfactorily (see also paragraph 5.3.1.5 on the effects of motivation in managing curriculum change and change processes).

In the case of the UK education system, Fullan (2001: xi) indicates that effective large-scale reforms depended on an understanding of both the small and the big picture of the reforms. Class teachers, learners, parents and administrators have to know what change feels like from the point of view of managing change. Class teachers will need to understand the actions and reactions of individual learners and the institutional factors that influence the processes of change in the school. Writers such as Schollaert and Leenheer (2006:28), Razik and Swanson (2010:349) and Cunningham and Cordeiro (2009:64) believe that the awareness of ‘*why*’ school curriculum change is implemented in a school is important for the whole society because the school is involved in a continuous process of interactions. Any consequences of the change of curriculum in the schools should be made publicly known to educational stakeholders. Schools should have a mission to teach pupils democratic values (Schollaert & Leenheer 2006:28; Razik & Swanson 2010:349; Cunningham & Cordeiro 2009:64) and should therefore practice these in change management.

The statutory legislation gained greater strength in England following the education reforms. The legislation changed the curriculum statutorily for the first time by legislating for the introduction of a National Curriculum (Webb *et al.* 1997:4). The Education Reform Act in the UK changed the perception of some secondary school managers on how to adopt the management of curriculum change that would pave the way for school innovations. The Education Reform Act intended to create an enabling environment for teaching and learning for learners to acquire the relevant knowledge and learning skills, to improve school infrastructure, to develop school management and governance, to create human potential and manage physical resources for the learners’ learning achievements. Webb *et al.* (1997:4) show that the impacts of statutory legislation on England primary school teachers’ self-identities were sufficiently helpful as they interpreted the policies for implementing curriculum change and change processes adequately. A dynamic policy framework for improving the quality of teaching and learning in schools and interpreting education sector policies was put in place.

Policy interpretation in the education sector at a school level involves issues of creating an enabling environment for teaching and learning for learners to acquire the relevant knowledge and learning skills, to improve school infrastructure, to develop school management and governance, to create human potential and manage physical resources for the learners' learning achievements (Frank & Lynch 2006:23). The role of statutory legislation in managing curriculum change and change processes in schools as institutions of teaching and learning is important to this study as well, as discussed in Chapter five (see also paragraph 2.5.1.2 on the policy imperatives in planning curriculum change and change processes).

The willingness of teachers to interpret the educational policy competently led to greater autonomy, which resulted in great teacher loyalty and ability to initiate school innovations. Webb *et al.* (1997:4) refer to this aspect as “*reconciliation*”, meaning reaching a curriculum compromise and resolution for the better implementation and management of curriculum change. The basic school managers in Mongu Township in Zambia could learn a lesson on how devastating low implementation ability in managing curriculum change is, and how low commitment and inadequate school innovations could impact on managing curriculum change.

Since schools in England had gone through continuous changes and innovations, the schools in England were accustomed to “interpreting texts in the light of previous practice” (Webb *et al.* 1997:5) in order to accommodate the education reforms to suit the acceptable practices. The introduction of curriculum monitoring in Seaton School in England made curriculum change in school life meaningful through accommodating the existing practices (Webb *et al.* 1997:5). Wilson (2006: 236; Glanz 2006a: 33; Glanz 2006b: 57; Glanz 2006c: 37; McKee, Boyatzis and Johnston 2008:3; Burke and Krey 2005:51; Chirichelo and Richmond 2007: vii; Lerner 2004:37) indicates that quality education is dependent on the instructional leader's effectiveness and potentials in relation to supervisory roles of the school managers. The execution of curriculum monitoring is a very important management issue for this study that the basic school managers in Mongu Township in Zambia could consider in managing curriculum change and change processes. Curriculum monitoring leads to effective curriculum management and change processes (see also paragraph 2.5.4.2 on monitoring and evaluation in curriculum change and change processes, the discussion in paragraph 5.3.2.5 in Chapter five and Appendix 1).

For Webb *et al.* (1997:12; Cunningham & Cordeiro 2009:64; Reeves 2009:26; Wahlstrom & Louis 2008: 458; Woolfolk, Hoy, Hoy & Kurz 2008: 82) “co-operation” could more aptly be labelled “compliance” to curriculum change in the UK schools. Here class teachers accepted the imposed changes in order to accommodate their professional beliefs in the context of what Webb *et al.* (1997:13) refers to as “increasing external accountability” and “marketisation” as essential elements for the future success of their schools. For Webb *et al.* (1997:13, 17, 18), in England the lack of time, expertise and responsibility were the preventive factors for the curriculum co-ordinators to implement the changes effectively. The curriculum co-ordinators contributed a lot to curriculum change and policies in their schools. Additionally, the Local Education Authority (LEA) provided sustainable curriculum guidance, in-service training or advisory and inspection work for the co-ordinators. Class teachers' professional values were powerful determinants of the interpretation and implementation of change in schools (Mourshe, Chijioke & Barber 2012:37). The important management issues discussed above include curriculum co-ordination, curriculum co-operation, curriculum guidance, in-service training and monitoring of work, which the researcher regards as important in this study.

Webb *et al.* (1997:19-22) indicate that a number of new teaching techniques were employed in the English schools such as subject-focused class teaching, whole class instruction and the greater use of ability grouping within the class. Some class teachers in some schools remained committed to the “*child-centred*” and “*experienced-based integrated curriculum*” approaches to curriculum planning despite the fact that the decision they made was not favoured by the National Curriculum as interpreted at national and Local Education Authority level. The researchers discovered that changes in practice and attitudes in some English schools, for example, at the Briggs Estate School, changed the way class teachers changed the classroom teaching from an integrated approach to whole class teaching. However, the changes in classroom practice resulted in class teachers feeling that their expert knowledge was not given recognition.

For Squire and Reigeluth (2000:150), the most noticeable “outcome of any fundamental change process must be a change in the stakeholders’ mindsets and beliefs about education.” The head of Seaton School claimed that they were clinging onto their professionalism in the face of managing curriculum change. The researchers indicate that class teachers in the studied schools in England should be respected as professionals in the change process because they are the real change makers.

According to Webb *et al.* (1997:22), the English school reports indicate that there was little time for teachers to produce all the planned and policy-orientated documentation required for implementation. Undemocratic styles of primary head teachers initially did not give way to more participative approaches to whole school management (Webb *et al.* 1997:22; Wahlstrom & Louis 2008: 458; Woolfolk, Hoy, Hoy & Kurz 2008: 821; Leithwood 2008: 75; Leithwood & Mascall 2008:561). However, in some instances an ideal type of leadership emerged, whereafter all class teachers participated actively in negotiating agreed curriculum change and change processes, and contributing jointly to planning, implementing and evaluating its delivery in order to produce good results which could be celebrated by the school managers and class teachers as change agents (Webb *et al.* 1997:23; Kapur 2007:242; Tranter & Percival 2006: 92; Busher 2006:91; Landy & Conte 2007:519; French, Atkinson & Rugen 2007:140). The ideal type of leadership which emerged in some primary schools in the UK was evident in the central and local policy documentation on the management of texts in view of school effectiveness and school improvement (Webb *et al.* 1997:22). Hageaves and Fink (2006:1; Coles & Southworth 2005: xvii) have argued profoundly on issues of sound and effective leadership in schools. For this study, the type of leadership in place in a school is fundamental to the management of curriculum change as discussed in Chapter two in paragraph 2.5.3. Miller, Devin and Shoop (2007: 28; Duffy & Chance 2007: 130; McKee, Boyatzis & Johnston 2008:3; Burke & Krey 2005:51; Peters 2008:21; Chirichelo & Richmond 2007: vii; Larner 2004:37) have written extensively on the significance of effective leadership in managing curriculum change and change processes. This was also a concern that was raised in the studied schools in the UK.

Webb *et al.* (1997:22) have argued that, in England, there was a distinctive ethos, culture or philosophy of curriculum management that typified very small primary schools. Webb *et al.* (1997:22-26) point out that the characteristics of such a school ethos included: "... collaboration amongst members of staff and learners, close links between a school and its local community, more pronounced written communications and basic documentation which consequently acted as insulation against government directives." Levin and McCullough (2008:2) claim that effective leadership in schools requires support from all the role players in the school's management, which underscores its importance to managing curriculum change, as everyone's support is required to make a success of a new curriculum. According to Fullan (1993:138), "... teachers should think of change and innovation as they would about their own

lives and that the very first place to begin the change processes is within each of us and reflect on change first before they implement it.”

In summary, there are many lessons to be learnt from the presented discussions above regarding the management of curriculum change and change processes in the UK. The improvements that were achieved in managing curriculum change and change processes depended heavily on the provision of high-quality education in schools and the effective training of the school managers and individual class teachers. Thus, a well-trained, well-motivated and effective staff can manage the curriculum change and valuable resources that provide quality education for all learners. The understanding of the moral mission for the whole school as an organisation to prove and communicate its purpose, as the case was in the UK, is also important to this study. The successes of managing curriculum change and change processes discussed in the UK are significant to this study as school managers and class teachers are expected to support the prescribed policies to make change a meaningful reality.

The management of curriculum change and change processes in Sweden is discussed next.

3.2.3 The management of curriculum change and change processes in Sweden

The Swedish implementation and management of curriculum change and change processes were *inter alia* focused on the development of learners’ support systems to create the necessary path for the school managers to promote national development in 2005. The Swedish National Curriculum stated that the main objective of implementing and managing curriculum change and change processes in the schools was to promote pupils’ learning, sustaining achievements and performances and to support pupils’ moral, social and physical development as responsible citizens prepared to take an active part in a fully developing society following the changes which take place in technology (ICT), social dynamics, economic diversity and political dispensations (Schollaert & Leenheer 2006:29; National Council for Curriculum Assessment 2005: 18; Department of Education and Science 2005:53; Landy & Conte 2007:519).

Managing curriculum change and change processes in Sweden was based on the belief that a school manager who looked at ‘why’ there should be change, considered the fact that the school had the right vision shared by its entire staff. The school system had a sound internal and external orientation of managing curriculum change. It continually analysed itself as well as its

environment and communication lines. Furthermore, the Swedish experience illustrates a perfectly top-down and bottom-up movement in managing curriculum change (Heifetz & Linsky, in Schollaert & Leenheer 2006:29). It is also recorded that in Sweden pupils in schools were involved in every aspect of change management to accommodate trust and empower the learners to enable them to engage with change in an appropriate way. Tillman (2008:601) and Furnham (2005:65; Brower & Balch 2005:83) argue that leaders can win support by valuing followers. The selection of staff to teach at the schools was internally done which was not prevalent in some European countries (Schollaert & Leenheer 2006:41). A point that is relevant to note for this study is the top-down and bottom-up communication and the right shared vision in managing curriculum change and change processes. Kapur (2007:24; Van Niekerk & Van Niekerk 2009:5; Reeves 2009:5; Miller, Devin & Shoop 2007:28; Duffy & Chance 2007: 130) supports the idea of a shared vision in managing curriculum change and change processes. A shared vision in managing curriculum change and change processes is essential in a school (see paragraph 2.5.3.1 on the vision in leading curriculum change and change processes at the school level).

Complex educational change can only succeed if the people involved in the change processes understand why it is necessary to change the education system. To demonstrate this point, Schollaert and Leenheer (2006:27-33; National Council for Curriculum Assessment 2005: 18; Department of Education and Science 2005:53) present a practical scenario of educational concern in Sweden. In Sweden a lot of well-founded curricular changes in schools had been introduced on knowledge, learning and the mission of schools during the past. The changes in Sweden were basically supported by politicians and some renowned educational stakeholders involved in decision-making. However, many class teachers in the classroom context were resentful about the curriculum change and change processes which were implemented (see also paragraph 2.9 on the negative factors affecting the management of curriculum change and change processes). Tillman (2008: 601; Wahlstrom & Louis 2008: 458–95; Woolfolk, Hoy, Hoy & Kurz 2008: 821–35; Gopee & Galloway 2009:48; Cunningham & Cordeiro 2009:64) attest that change agents are resentful about the curriculum change if they are not fully involved in the planning and collegial decision-making processes or stages which focus on improving and achieving institutional goals for delivering quality education and learning performances and achievements in schools.

These new reforms in Sweden did not always have the intended effect because in some places the ideas reflected in the reforms were never communicated to the people that should have implemented the actual reforms. There was no communication about the reasons why curriculum change for schools was necessary (Schollaert & Leenheer 2006:48). Levin and McCullough (2008:2) claim that effective leadership in schools requires support from all the school role players in the school's management as everyone's support is required to take successful decisions on managing a new curriculum and the associated change processes (see paragraph 2.7.3 on leading curriculum change and change processes at the school level).

Many questions on how the change agents were going to implement the education reforms were posed in Swedish schools. The education reforms were based on the new perception of knowledge, but people in schools still failed to make substantial efforts to try to develop the school assessment systems regarding the processes of change in the curriculum (Schollaert & Leenheer 2006:48). McKee, Boyatzis and Johnston (2008:3) challenge managers of schools to become active participants in learning rather than passive readers of the text in managing planned curriculum change. The problem of implementing the planned curriculum change in Sweden became apparent in the transition from secondary to upper secondary levels. Learners at each level passed with the right grade but with insufficient basic knowledge acquired that created many difficulties in graduating successfully from upper secondary schools. In some instances, learners had the correct level of knowledge and skills, but did not do well in examinations. This resulted in insufficient performance, proving that knowledge, skills, performances and achievements in learning were absent (National Council for Curriculum Assessment 2005: 18; Department of Education and Science 2005:53; Schollaert & Leenheer 2006:27).

In summary, the management of curriculum change and change processes in Sweden was a success because many school managers looked at why there should be change. The managers considered the fact that the school should have a right vision shared by its entire staff. The top-down and bottom-up model in managing curriculum change and change processes was interchangeably applied to realise good results. This was evident because pupils in schools were involved in every aspect of change management to accommodate trust. The learners were empowered to enable them to engage with the change in an appropriate way. Negatively, the new education reforms in Sweden did not always have the intended effect because the ideas reflected in the education reforms never reached the people that should have implemented the

actual planned education reforms. Change agents in Sweden were not always involved in managing curriculum change and change processes. Consequently, the desired results of managing curriculum change and change processes were not achieved satisfactorily. It implied that meaningful and desirable change in managing curriculum change and change processes were not achieved. This is a big lesson that the basic school managers and class teachers in the studied basic schools in Mongu Township in Zambia should consider in managing curriculum change and change processes effectively if the desired results of improving the educational system are expected.

The management of curriculum change and change processes in Ireland is presented next.

3.2.4 The management of curriculum change and change processes in Ireland

Schollaert and Leenheer (2006:29-30) indicated that the revised Primary School Curriculum in Ireland was historically launched in September 1999. The revision was both evolutionary and developmental, involving all concerned partners and interested educational stakeholders in primary education. Change is perceived, interpreted and put into action in a cultural context because cultural factors have a considerable bearing on the implementation of educational change in a school (Servais & Sanders 2006:87; Sullivan & Glanz 2005: 49; Coles & Southworth 2005: 53; Loughrige & Tarantino 2005: 4; Fullan 2005: 58; Elbot & Fulton 2008: 1-5; Davies 2006: 30).

The curriculum presented a departure from the major history of education in Ireland, reflecting the economic, social and cultural developments in the Irish society. It was aimed at promoting teaching and learning approaches that would cater for the needs of the child in the modern competitive world. Two different studies were conducted in the 2003/2004 school year to examine how the Primary School Curriculum in English Language, Visual Arts and Mathematics impacted on the classroom experiences of teachers and children after an early stage of curriculum implementation in Ireland. The curriculum change and change processes presented a noted success in the history of quality delivery of education. Curriculum implementation required skilful change makers, which was the case in Ireland (Schollaert & Leenheer 2006:29-30).

The National Council for Curriculum Assessment (NCCA) in 2005 undertook a review to explore the extent to which the curriculum imperatives (aims, principles, content, and methodologies) enabled teachers to plan for change and bring about quality teaching (National Council for Curriculum Assessment 2005: 19). In 2005 the Department of Education and Science (DES) also conducted an evaluation of curriculum implementation through the inspectorate. The Department of Education and Science (2005:54) evaluation of curriculum change found out that the majority of schools and class teachers adopted the teaching approaches, content and essential emphasis of the curricula. The schools that had successfully implemented the curriculum change had taken ownership of the process and did not rely on the external support services to mediate the curriculum change and change processes, but depended on their internal commitment.

Curriculum planning was most effective within a collaborative and consultative process and where school managers are held accountable and responsible for what they do with regard to schools' administrative and management affairs (Middlewood, Parker & Beere 2005: 27; Early & Weindling 2004: 78; Joubert & Bray 2007: xv). The plans of the curriculum implementation resulted in a close alignment between the approaches of effective delivery in classrooms and the content objectives outlined and enshrined in the curriculum statements as well as the whole school plan and classroom planning (National Council for Curriculum Assessment 2005: 19; Department of Education and Science 2005:54). Issues of great importance for this study may, specifically, comprise the curriculum review, monitoring and evaluation of the curriculum change, the ownership of curriculum change, the collaborative interactions and consultative processes in managing curriculum change and change processes.

One aspect of the curriculum provision that the Department of Education and Science (2005:54) reported to have been inadequately done was the implementation of the assessment policy issues and practice in view of schools that still required significant attention and improvement. A central position was given to assessment in the teaching and learning processes in the new curriculum. Participating teachers in the implementation of the new curriculum recognised the need for further advice and support concerning assessment (Elbot & Fulton 2008:50). They identified three types of assessment needs: information about assessment, assessment tests and tools and targets showing achievements. They also had a need to understand the working of different assessment tools to ensure the assessment tools assessed what was supposed to be assessed, namely children's learning performances and achievements.

Marshall (2009:93) proffers that curriculum planning and implementation requires management, support and monitoring from the school managers. Teachers did not only ask to learn the *'how'* of conducting an assessment, but also the *'why'* question concerning the purpose of assessment (Department of Education and Science 2005:23). The *'how'* and *'why'* questions made the class teachers comprehend the reasons why curriculum change was implemented and managed in the schools.

The implementation of the English Language Curriculum in the Irish primary schools was achieved by staff involvement in decision-making that was facilitated through consultations and teamwork in planned and informal contacts. Curriculum development and implementation was widely distributed to the roles of post-holders in which collective skills and experiences were shared and utilised to afford professional growth and development and to create a capacity for effective change (Schollaert & Leenheer 2006:237; National Council for Curriculum Assessment 2005: 19). The implementation of the Primary School Mathematics Curriculum in the Irish Primary schools was achieved through the style of management adopted from the collegial model (collective working relationship) where power and decision-making were shared among members of the school organisation in which the decision-making processes rested upon the roles played in the responsible committees. Bush (1995:63, in: Schollaert & Leenheer 2006:246) describes these schools as striving to achieve an egalitarian or democratic curriculum dispensation with influence dependent more on specific expertise, which encourages curriculum managers to share innovations with colleagues. Further issues to consider relevant in managing curriculum change and change processes for this study discovered in Ireland are issues related to staff involvement in decision-making, sharing of collective management and leadership skills and experiences and having a collegial and a collective working relationship.

Schollaert and Leenheer (2006:246) report that in the Primary School English Curriculum the implementation of the revised curriculum involved a collaborative planning process in which “special talents of the staff in areas of curriculum change and expertise in implementing innovative programmes could be identified and merged to support the change process.” It was believed that educational change involved changing beliefs and understanding of teachers as a way of improving teaching practices. Managing curriculum change and change processes in the context of the school demands that organisational change agents define what will not change, and what will change (Reeves 2009:37), and will use the right change tools for the

school system (Christensen, Marx & Stevenson 2006:77). It was also accentuated that acceptance and adoption of new programmes and approaches would follow on the understanding of change (National Council for Curriculum Assessment 2005: 20; Department of Education and Science 2005:55). The above discussed issues are important in investigating issues of managing curriculum change and change processes in this study as presented and discussed in Chapter five.

The implementation of the Primary School Mathematics Curriculum provided schools with a unique opportunity to enhance the quality of educational provisions. Curriculum change in Mathematics encompassed establishing a shared vision of Mathematics education, recognising the importance of child-centredness, encouraging active roles and participation and developing a framework for the implementation process (Schollaert & Leenheer 2006:247; National Council for Curriculum Assessment 2005: 20; Department of Education and Science 2005:55).

In summary, there were noted challenges and successes in the management of curriculum change and change processes in Ireland which are useful for this study. Curriculum change and change processes were achieved in Ireland by staff involvement in decision-making that was facilitated through consultations and teamwork. The schools in Ireland planned curriculum change striving towards achieving an egalitarian or democratic curriculum dispensation by placing influence dependent on specific expertise. It has been discovered that educational change involved changing teachers' beliefs and understanding, improving teaching practices, establishing a shared understanding and vision of education as the aim of the curriculum. The majority of schools and class teachers adopted the teaching methods, strategies, approaches, techniques and content as essential emphasis of the curricula in order to translate the curriculum change and change processes into reality.

The plans of the curriculum implementation resulted in a more close alignment between the approaches of effective delivery in classrooms and the content objectives outlined and enshrined in the curriculum statements as well as the whole school plan and classroom planning. The strategy chosen by the school managers to solve the problems and challenges matched the type of change envisaged and the context in which it was taking place. Sustainable improvement in a school can only be achieved by steadily working on the multitude of factors involved in the organisation and management of curriculum change (Pryor & Pryor 2005:7-8; Schollaert & Leenheer 2006:59). Consequently, the curriculum changes and change processes

presented a noted success and achievement in the history of quality delivery of education in the studied schools in Ireland.

The focus in the next paragraph will be on how managing curriculum change and change processes took place in some East Asian countries.

3.3 MANAGING CURRICULUM CHANGE AND CHANGE PROCESSES IN SELECTED EAST ASIA COUNTRIES

East Asia is a vast area comprising many countries and therefore the researcher could not cover all the countries found in this region as exemplars for reference in the study. Thus, a few countries have been selected for this study to discuss how they successfully managed curriculum change and change processes.

Zhou (2006:9) presented a comprehensive report (summary) on the educational changes that some countries went through in the East Asian education system in a seminar-workshop held on the management of curriculum change from June 7th to 9th 2006 at a Philippine Social Science Council Resource Centre. The seminar-workshop investigated the need to revise and update curricula to respond to changes in the world. The UNESCO International Bureau of Education (IBE) and the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok took the lead in developing a framework and guide for managing curriculum change.

The purpose of changing the curriculum was to improve the learning achievement in schools, to sustain curriculum implementation and management and develop the human resource sectors. For Zhou (2006:9), curriculum changes in the East Asian education systems became a priority for development of all countries in that region. Education changes were focused on issues that were motivated by economic concerns, social inclusion, and human resources for sustainable development. The desired education development in East Asia encompassed the needs and priorities regarding knowledge and skills of the society, the impacts of Information Communication and Technology (ICT), and the protection and preservation of cultural traditions by taking into account the impacts of globalisation on education and technological development.

Basic curriculum changes were launched in 1999 in China, East Asia and, subsequently, formulated in 2001. The adoption of curriculum change in China included: curriculum goals, standards, structure, content, process, evaluation and management. The experimentations with the basic curriculum changes were done in 2002. The overall implementation of the new curriculum was done in 2003/4, and further curriculum developments were done in 2006 (Zhou 2006:9). Zhou (2006:8) reports that situations pertaining to curriculum change in Eastern Asia were diverse. The curriculum changes in South-East Asia and South Asia were carried out and implemented according to plans put in place and recorded a dramatic improvement in learner achievements in learning.

For Burke and Krey (2005:51; Chirichelo & Richmond 2007: vii; Larner 2004:37) the quality of the desired change process required in a school to move towards quality education comes from the effective supervisory role that the school managers employ in managing curriculum change. Monitoring and evaluating of the curriculum changes in India, Philippines and Nepal in 2006, for instance, indicated an increased performance in learning. Many education changes were implemented in Cambodia, for example, where records of high performances and learning achievements in schooling were documented. Education changes were introduced in 1994 by the Ministry of Education in Singapore and were fully implemented in 1996 recording marked achievements in the management of curriculum change. Singapore was described as “sustained improvers” (Mourshe, Chijioke, & Barber 2012:7). In Singapore, the Committee of School Curriculum Evaluation and Systematic Review of 1999 made a 10-30% content reduction for easy implementation by 2000. McKee, Boyatzis and Johnston (2008:3; Burke & Krey 2005:51; Chirichelo & Richmond 2007: vii; Larner 2004:37) proffer that it is necessary to place more emphasis on mechanisms for supervision, monitoring and systematic evaluation of curricular changes and engaging the sustainability of curriculum change for sustained reform. It was imperative, regarding the sustainability of curriculum change, to consider an ongoing improvement of the curriculum change based on the monitoring results and feedback. The above discussed issues about monitoring and evaluating the curriculum changes were the basis for positive change in the curriculum in that region. They are significant to this study as well.

According to Zhou (2006:9) education authorities in South Korea tried to implement the 7th revised curriculum change but they were negatively met with serious opposition from teachers. The designed 7th revised curriculum change reflected a 30% reduction in the curriculum content in South Korea. Zhou also reported that common problems in the management of the

curriculum were experienced, namely centralised decision-making on curricula, irrelevance of learning content, neglect of life skills issues, over-loaded subject content, low teacher participation and lack of professionalism in curriculum management (Zhou 2006: 8-10). The sustainability of curriculum change was promoted through lifelong learning as a belief that indicated the long term strategy of learning and considering the school curriculum as part of a continuum of learning (Zhou 2006:12; EFA Global Monitoring Report 2005).

In the case of the East Asian education changes, Zhou (2006:12), the EFA Global Monitoring Report (2005), and Gregorio (2006:8) attest that capacity building of teachers for curriculum change was a key factor for the effective implementation of change. This was required for the entire management of the change project to function effectively. An overall evaluation of the East Asian education changes indicated that the teachers' competencies and the knowledge which they possessed created the greatest impact on teaching and learning. Accordingly, the new curriculum change processes and class teacher continuing professional development (CPD) were closely inter-linked (see also paragraph 5.3.1.3 on continuing professional development). Good and effective leadership was also necessary for the management of curriculum change and change processes. Class teachers' vital roles in curriculum change and change processes must never be underestimated because the class teachers were basically the "real actors, participants in decision-making, conveyors of curriculum philosophy, motivated designers and effective implementers, designers of curricular materials and classroom teaching approaches, lifelong learners for constant improvement" (Zhou 2006:12; EFA Global Monitoring Report of 2005; Gregorio 2006:8).

Understanding the content of the curriculum and the teaching and learning strategies to facilitate learning was critical in managing curriculum change and change processes in the East Asian education environment. In support of Zhou's report (2006:12), Boyd-Zaharias and Pate-Bain (2008:41-44) claimed that developing professional attributes, commitment, responsibility and love for teaching and for learners, to improve human communications and learning to live together were paramount issues in managing the curriculum change and change processes in East Asia. Professional attributes and commitment are vital in schools.

Zhou (2006:12) and the EFA Global Monitoring Report of 2005 expressed the same viewpoints on the general trends in the curriculum change processes in East Asia. Increased consultations with the general public and experts at the local level helped to consolidate curriculum changes

in the region. Communicating decisions on educational changes and promoting policy changes about educational matters was crucial for effective implementation of curriculum changes in East Asia. Resistance in the implementation of curriculum changes may have stemmed from misunderstanding the changes in cases where the nation was not well informed about the developed policy changes. On the whole, there were greater improvements, performance and learning achievements where curriculum change and change processes were successfully managed in the East Asian countries.

In the studied East Asian countries, the mechanisms for supervision, monitoring and systematic evaluation of curricular changes and engaging the sustainability of curriculum change and change processes for sustained reform were stressed. Many projects were piloted, and training packages were prepared for the local curriculum in which each school was allowed to establish a school curriculum committee to spearhead the implementation processes. Good and effective leadership skills were necessary for the management of curriculum change and change processes. The East Asian education changes indicated that the class teachers' competencies and the knowledge which they possessed created the greatest impact on teaching and learning.

The Australian Council of Educational Research, as cited by Zhou (2006:12) and the EFA Global Monitoring Report of 2005, as already referred to, indicate that there were problems that were encountered regarding the East Asian education system, which included centralised decision-making on curricula, irrelevance of learning content, neglect of life skills issues, overloaded subject content, low teacher participation and lack of professionalism in curriculum management. Resistance in the management of curriculum change was recorded; therefore change agents must be given a chance to facilitate and support the change processes (Fullan 2007:5; Hoadley, Christie & Ward 2010:383; Glickman, Gordon & Ross-Gordon 2004: 476). Resistance in the implementation of curriculum change and change processes may have stemmed, as already indicated, from misunderstanding the changes where the nation was not well informed about the developed policy changes (Zhou 2006:12).

How curriculum change and change processes were managed in the two studied schools in the USA is presented next.

3.4 THE MANAGEMENT OF CURRICULUM CHANGE IN TWO SELECTED SCHOOLS IN THE USA

The USA is a vast region just like East Asia and, thus, the study could not cover all the aspects of curriculum change and change processes in the USA. Two schools have been selected for this study in which the management of curriculum change and change processes proved a success in 2005. Therefore, the study will uphold two schools as exemplars of successful curriculum change in the USA. The two schools that are covered in this paragraph are Conway Elementary School, located in St. Louis, Missouri and Colchester High School, located in Colchester, Vermont.

Darling-Hammond and Bransford (2005:450) critically examined the processes of curriculum changes and education reforms in the USA and studied schools that did not ignore the call for change. The Dean of Holmes Group of Education and the National Network for Education Renewal in the USA recognised the need for delivering a curriculum that was relevant to the American society. There was a need for a change of the curriculum in the USA because schools failed to transmit the basic, shared information that people needed to function effectively in the American society. The aim of implementing the curriculum change was to produce responsible American learners and citizens that would learn and be productive in the economic sector. Some states in the USA instituted some forms of an outcomes-based approach. Although political resistance in some states to Outcomes-Based Education (OBE) emerged, in Washington State, the adoption of OBE reform progressed well and was relabelled a “performance-based system” (Tomlinson, Brimijoin & Narvaez 2008:14). Tomlinson, Brimijoin and Narvaez (2008:14) discussed the remarkable achievements in the USA in which schools that changed their styles of management made a difference in managing curriculum change and change processes.

Change management processes were central to the role of school managers where there was planned monitoring and creation of opportunities to meet needs of staff for professional learning identified through performance management and linked to individual and school improvement plans (McKee, Boyatzis & Johnston 2008:3). The idea of monitoring in managing curriculum change and change processes is supported by Wilson (2006: 236; Glanz 2006a: 33; Glanz 2006b: 57; Glanz 2006c: 37; McKee, Boyatzis & Johnston 2008:3; Burke & Krey 2005:51; Chirichelo & Richmond 2007: vii; Lerner 2004:37). (See paragraph 2.5.4.1 on

supervision in curriculum change and change processes and also paragraph 2.5.4.2 on monitoring and evaluation in curriculum change and change processes).

The schools in the USA that were studied to ascertain their significant contribution towards curriculum change were: Conway Elementary School located in St. Louis, Missouri which enrolled 330 learners and Colchester High School located in Colchester, Vermont which enrolled 855 learners. Tomlinson, Brimijoin and Narvaez (2008:15) believe that understanding substantive change in a school should not centre on change for the sake of change itself, but should be designed with specific positive teachers, learners and school benefits in mind. According to Darling-Hammond and Bransford (2005:170), for the process of education or curriculum change to take off, the importance of developing a common mission, a sense of purpose and a shared locus of activity should be the focus of institutional improvement in education. Furthermore, the intended outcomes that the initiatives should focus on will require progress set against the success of the initiatives as assessed formatively and summatively (short-term and long term assessments). Assessments were important in managing curriculum change in Conway Elementary School and Colchester High School.

Indications of change at Conway were diverse. Two achievement tests were set which served as a benchmark for academic performance. There were steady increases in performances and achievements: the percentage of learners' reading scores, language scores and maths scores increased steadily from 1998 (34%) to 1999 (41%) (Tomlinson, Brimijoin & Narvaez 2008:17). Performance improved from as low as 34% in 1998 to 76% in 2003, making Conway one of the state's top 10 scoring schools in reading, mathematics and social studies from which it gained the name '*Gold Star School of Excellence*' by the Missouri Department of Elementary and Secondary Education. In addition, in 2007 '*A No Child Left Behind Blue Ribbon School*' was awarded to Conway Elementary School for academic performance by the US Department of Education in recognition of the school's high performance and learning achievements, professional development initiatives, programming and parental involvement. The successes of Conway Elementary School rested on the type of school management and the vision enshrined in the planned change process for the school.

On a comparative basis, unlike at Conway Elementary School, performance at Colchester was not satisfactory in view of the implementation of the education reforms. However, the New Standards Reference test scores seemed to improve steadily in the first six years of the change

initiatives. The lowest performance was in mathematics problem-solving which moved from 25% in 1999 to 52% in 2006. It is interesting to note that the two schools had commonalities. Both school managers were the driving force towards change initiatives. Both schools challenged the status quo in their schools and accepted the rigour and unpredictability of the change processes. Both schools were directive as well as flexible in guiding the work of the teachers related to change processes. Both consistently monitored the results of the change initiatives on the learners and teachers and both modelled change in interactions with teachers in their management (Tomlinson, Brimijoin & Narvaez 2008:34). Wilson (2006: 236; Glanz 2006a: 33; Glanz 2006b: 57; Glanz 2006c: 37; McKee, Boyatzis & Johnston 2008:3; Burke & Krey 2005:51; Chirichelo & Richmond 2007: vii; Lerner 2004:37) support monitoring in managing curriculum change. These pragmatic issues in managing curriculum change and change processes are helpful for this study as well.

At Colchester, the school manager became an avenue to ensuring a high-quality curriculum supported by effective instructional strategies and ongoing assessment. Tomlinson, Brimijoin and Narvaez (2008:107) report that the content of staff development in the two schools shared important commonalities, namely, in both school settings staff development centred on responses to learners' priorities and needs, and the importance of quality delivery of teaching and learning in the face of the challenging curriculum was emphasized. Another noted commonality was the effective management of classroom communities of learners that worked together.

Conway and Colchester schools focused on the diagnostic role of managing curriculum change and change processes by adhering to the ongoing assessment in informing the management about the achievements of managing curriculum change. Furthermore, there was a marked modification of the curriculum content, the processes and the product of change based on the teachers' readiness, interests and learning profiles. The curriculum content was closely linked with the transfer of curriculum change to the classroom teaching and learning practices. It was subsequently reinforced by placing more attention on the classroom application of the key principles and practices of curriculum implementation and management (Tomlinson, Brimijoin & Narvaez 2008:107).

The management of curriculum change and change processes in Uganda is presented and discussed next.

3.5 THE MANAGEMENT OF CURRICULUM CHANGE AND CHANGE PROCESSES IN UGANDA

The following paragraph will look at how curriculum change and change processes were effectively managed in the Masindi District in Western Uganda in 2000. The reasons why managing curriculum change was a success will provide guidance for this study. The following paragraph highlights why curriculum change in Uganda implemented by an NGO in 2000 could become a lesson for the basic school head teachers, senior teachers and class teachers in Mongu Township in Zambia.

The study conducted in Western Uganda in 2000 in the Masindi District focused on the measures taken to improve the management of education following the implementation of the changed curriculum (De Kamp *et al.* 2008:180). It was discovered that investing in school management was one of the most cost-effective methods of improving the quality of education delivery in the Masindi District. The training schedules in the Masindi District in 2000 were specifically directed at school management improvements, financial management and curriculum management. The project results and analyses indicated that an improved quality delivery of education was due to a marked improvement in the management of the education system in the Masindi District in 2000 (see paragraph 5.3.1.3 on continuing professional development).

The project was concerned with the delivery of school management training to all school managers in the schools in the district (De Kamp *et al.* 2008:180). Marshall (2008:93) looks at supervision in school management as an important element of a check mechanism regarding teacher's improvement attempts in schools. In this instance, effective supervision in school management helped to bring about curriculum change in the district. Schollaert and Leenheer (2006:64-70; Tomlinson, Brimijoin & Narvaez 2008:107; Higgins 2007:27; Wilson 2006: 236; Glanz 2006a: 33; Glanz 2006b: 57; Glanz 2006c: 37; McKee, Boyatzis & Johnston 2008:3; Burke & Krey 2005:51; Chirichelo & Richmond 2007: vii; Larner 2004:37) accentuate that a school that has the capacity to develop and to improve will need people who have the competence to contribute to the school improvement. The competences and skills needed to manage curriculum change and change processes are acquired through a systematic and continuous learning commonly referred to as continuing professional development, which has

been noted to be the key to a successful implementation of change processes in a school (see also paragraph 5.3.1.3 on continuing professional development).

De Kamp *et. al.* (2008:145) reports that in the IIEP Newsletter of July and September 2007, the secretary of the Association of the Development of Education in Africa (ADEA) concluded that policies to improve quality education should above all focus on school management. It is the impact of curriculum management of a particular school or class that makes the difference. Impact depends largely on effective school management (Ndoye, in De Kamp *et. al.* 2008:145). It was found that better performance results were produced in schools where the head teacher was replaced by a better-qualified head teacher. Several writers have indicated that quality management and teacher quality have a profound influence on learner performance and achievement (Sherman & Freas 2004:84).

The education management project implemented by an NGO in Uganda in co-operation with the Masindi District Education Office and the Education Standards Agency in 2000 focused on improving the standard of education management at the school and the district levels as already alluded to. The project was engaged in providing management training to all head teachers to effect improvements, curriculum management and also management innovations. It was discovered that learners' total examination scores were about 50% higher in schools that participated in the project comparable to schools elsewhere in the Masindi District in Uganda in 2000 (De Kamp *et al.* 2008:180). There was a special reason for this achievement. The higher performance and achievements of learners in examinations were attributed to effective school management of curriculum change. It was discovered that investments in books, classrooms, class teachers' education and teacher training programmes created more effective curriculum management in the schools which were well-managed by school managers.

Higgins (2007:27) believes that the quality of education will not improve as long as teachers, schools and system management are not strengthened. De Kamp *et al.* (2008:143) attests that it could be due to support structures at the district that do not function effectively that the quality of education does not improve. De Kamp *et al.* (2008:143) present the results of the study in Uganda to show how quality management and teacher quality have a profound influence on learner performance. The cost-effectiveness of investments in management gave good results, and investments in books, education facilities, training, teachers, education, classrooms and new schools seemed to trail behind investment in management. For this study,

these discussed curriculum change issues are relevant in managing curriculum change and change processes and cannot be disregarded. As stated earlier, the management of curriculum change in 2000 in the Masindi District in Western Uganda succeeded because the project was engaged in delivering school management training to all head teachers in managing school improvements, the curriculum and innovations. These discussed issues on the management of curriculum change and change processes in the Masindi District in Western Uganda in 2000 apply to this empirical study as well.

3.6 CONCLUSION

Most studies conducted in some parts of the world, as reflected in this chapter, indicated that the schools that performed well in managing new curricula were effectively managed by qualified school managers. In consequence, concerted efforts are required by the school managers to manage curriculum change and change processes and the school's human and financial resources.

The management of curriculum change in some countries was discovered by the researcher to have been met with resistance where change was misunderstood. Nonetheless, the change was pointedly understood by some change agents and educational stakeholders in other instances and records indicated some successful achievements scored in managing curriculum change and change processes. Significant issues in managing curriculum change were pointed out.

Chapter four looks at the research design and methods used by the researcher to collect empirical data for the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODS

4.1 INTRODUCTION

Chapter four covers issues that pertain to the research design which was applied in this study. This chapter is linked to Chapter one in which the issues of qualitative research design and research methods were briefly discussed (Chapter one, paragraph 1.5). Chapter four provides a broader methodological perspective of the research activities carried out in this study. A school based study involves a systematic inquiry to gather information on how the basic school managers managed school affairs to achieve delivery of the curriculum.

The empirical research methods enabled the researcher to systematically carry out the research activities (Briggs & Coleman 2007: 19; Mills 2003:1; O'Donaghue 2007:12). Chapter four discusses the elements of qualitative research, sampling of participants and data collection techniques such as field observations, interviewing and document analysis. The researcher described how the data were gathered from the field of inquiry and how they were processed, analysed, interpreted and presented. In addition, ethical issues were considered to indicate adherence to research ethics, thereby addressing issues pertaining to privacy, informed consent, confidentiality and participants' decisions on taking part in the research (Conrad & Serlin 2007:337).

4.2 RESEARCH OBJECTIVES

It is necessary to highlight the research objectives at this point in order to provide the link between the research aims and the data gathering processes for the study. The research objectives guide the researcher in the processes of data collection. The research objectives create a link between the research techniques and data generation from the field, in terms of what to investigate, how do investigate, who to consult for data generation and how to analyze empirical data. The research objectives of the study were formulated as follows (see paragraph 1.4.2):

1. To investigate the role of managers in managing curriculum change.
2. To investigate how curriculum change is managed internationally.

3. To determine how curriculum change is managed in the Mongu Township of Zambia.
4. To determine what recommendations can be made regarding the management of curriculum change in Mongu Township.

4.3 RESEARCH DESIGN

The following paragraphs comprise the exposition of the research design and methods that were applied by the researcher in this empirical study.

For Suter (2006: 411), a research design may be considered to be a “blueprint,” in other words, a plan that is drawn up for the systematic implementation of a proposal or an outlined draft that is developed for carrying out a research activity. In addition, the research design determines whether certain procedures and methods to collect the data can answer the research question(s) sufficiently. The research approach that the researcher applied for this study was the qualitative approach (see paragraph 4.4). The qualitative research strategy that the researcher applied in the study encompassed the *case study* that is discussed below in paragraph 4.6.

For the researcher, a research design and approach of this nature set the preparatory stage for data collection from the field of inquiry. Research designs and methods are concerned with the overall plan that the researcher draws up to collect and analyse data in view of finding answers to the formulated research questions (Slavin 2007: 9). Descombe (2010: 4-5), Hartas (2010:60), Bogopane (2013:221), Bloomberg and Volpe (2014: 30), Abbot and McKinney (2013:35) proffer that the selection of the research method is based on the type of the research question the researcher poses and the extent to which the research method will assist in answering the research questions. The qualitative research design and methods allowed the researcher to become immersed in the research processes and to precisely reflect on the very texture and events of the everyday school routines, understanding and experiencing the school contexts and the imaginings, thoughts and ideas of the research participants (Wiersma & Jurs 2005: 201).

The qualitative research methodology and design were aimed at producing rich and detailed data for the contextual understanding of the management of curriculum change (Gorard 2013:159; Creswell 2012:174; Silverman 2011: 198; Creswell 2014: 172). For this study, the researcher focused closely on participants’ perceptions and their experiences in the

management of curriculum change. The researcher was also concerned with the processes of investigating and evaluating the relevant management practices of the basic schools. For this study, the qualitative research approach enabled the researcher to obtain an overall view of the basic schools and helped to link the emotions and feelings of the studied basic school management teams and class teachers with the management practices.

4.4 THE QUALITATIVE RESEARCH APPROACH

Qualitative research experts have accentuated that the qualitative approach is one of the basic approaches used for conducting research in the social sciences (Savin-Baden & Major 2013:125; Best & Kahn 1989:88; Slavin 2007: 123; Schram 2003:33; Lodico, Spaulding, & Voegtler, 2006:264; Creswell 2003: 181, 183; Mason 2006:3; Bogdan & Bilken 2007:4). A qualitative approach entails action-based research which is an ongoing research process that can be revisited, reshaped, modified or changed when there is a need for doing so (Wilson & Van Ruiten 2013:249; Creswell 1994:11; Ndira, Slater, & Bucknam 2011:187). Marshall and Rossman (2011:2) claim that a qualitative research is done in a naturalistic setting and is used across various methods taking into consideration the humanity of the research participants. Silverman (2013: 118-120), Bloomberg and Volpe (2012: 36) and Tuckman and Harper (2012: 387) claim that a qualitative research sees the how and what, and helps to collect, analyse and interpret narrative and non-numerical data.

For the researcher, the qualitative research approach involved getting into the physical and social daily lives as well as the minds of the research participants. Therefore, the researcher agrees with Wiersma and Jurs (2005: 203), Johnson and Christensen (2008: 362) and Gay and Airasian (2003:13-14) who note that a qualitative approach is concerned with understanding the management phenomenon from the managers' perspective through the researcher's participation in the daily lives and activities of the participants. For the researcher, a qualitative approach was useful to engage in interactive dialogue with the participants and apply the interpretive paradigm to discover the views, feelings and beliefs of the research participants. This study is thus conceptualised within an anti-positivist research paradigm that uses the interpretive lens embedded within a qualitative research design.

The qualitative approach necessitated for the researcher to live closer to the participants and observe their actual management of curriculum change. The field observations were also based

on the managers' interpretations of the government and ministerial education policies that the participants linked to the management of curriculum change. The field investigations were marked by research elements of "discipline-subjectivity" (controlled bias), "self-examination" and "criticism" concerning the data quality and the problems encountered during this study (MacMillan & Schumacher 1997: 408; White 2005:83, 87). Emphasis was placed on what the participants experienced and the efforts they made to link the realities of education with the explicit terms pertaining to the management of curriculum change.

The researcher focused on the processes, the meanings and the understanding that participants attached to the management of curriculum change. Data in the form of the participants' own words and direct citations from documents was used. The researcher obtained unfiltered first-hand information by observing the participants in their daily life worlds in the schools, listening to them talk about what they did, ascertaining what was in their minds and by looking at the documents they produced (Slavin, 2007: 124-125).

The researcher was the key "primary instrument" in the qualitative research in line with Neuman (2000:355-356) and Bogdan and Bilken's (2007:4) formulation of this term. Johnson and Christensen (2008:338) postulate that qualitative research is a "naturalistic inquiry, which involves studying the real world situations as they unfold naturally." Wiersma and Jurs (2005: 203) assert that "qualitative researchers do not manipulate or intervene in the situation, but operate in a non-manipulating and non-controlling manner with openness to whatever emerges in the natural setting." In line with this view the researcher spent a lot of time with the research participants in the studied Mongu Township basic schools to learn about their prevailing roles in the schools regarding the management of curriculum change.

Creswell (2003: 181) claims that qualitative research is "emergent" rather than "prefigured." It implies that the researcher works on a tentative design and develops the design as the study progresses. Mason (2006: 24) indicates that decisions on the "design in qualitative research are grounded in the practice, process and context of the research itself." For this study, the researcher negotiated meanings and interpretations of the study with participants because he tried to construct the participants' realities. Johnson and Christensen (2008: 398) identify two characteristics of qualitative inquiry applied in this study: firstly the open-ended and pragmatic character of the naturalistic inquiry led to design flexibility as the study evolved. Secondly, as understanding deepens or as the research context changes it becomes possible to change the

design. Accordingly, the research processes in this study progressed “from the open-ended nature of the naturalistic inquiry and also from the pragmatic considerations” (Johnson & Christensen 2008: 398).

4.5 THE ROLE OF A QUALITATIVE RESEARCHER

It is important to explain the involvement and role of the researcher at this stage. The researcher interacted professionally with the research participants in the two studied basic schools as the education standards officer at the time of conducting the research and was in charge of monitoring and observing the implementation of education programmes such as the early child education, adult literacy, classroom teaching and learning, radio programmes and many other school curricular programmes as a part of his own work during the research period.

The researcher was involved in gathering data directly from the field participants. Thus, the researcher became a functional research instrument and was intensively involved with the research participants for a prolonged period of 6 months. Gathering data directly from participants meant that the researcher assumed an active and involved role in the research because that was what the qualitative research strategy entailed (Patton 2002:53). In effect, the researcher became immersed in the research situation and the phenomenon being investigated and did not become a passive observer or inactive participant.

The researcher adopted a holistic perspective taking into account the overall cultural context of each studied basic school. This was done to gain a deeper understanding of the management of curriculum change provided by the school management teams. It was also necessary during the inquiry for the researcher to explore the roles of the basic school head teachers and the entire management teams in managing curriculum change. The researcher was engaged in the life-worlds of the participants to get to know them better and to be known and trusted by them. The period of six months spent during the research process allowed the researcher to gain the participants’ support for and confidence in the study.

The active role played in the qualitative research context was diverse and allowed the researcher to gather data through various research tools such as making observations, taking down field notes, securing information from school documents, interviewing and interpreting the responses offered by the research participants as discussed below. Neuman (2000:355-356)

refers to the researcher as the “primary instrument” in qualitative research. Importantly, the researcher should, in qualitative research, assume an *interactive role* where the inquirer gets to know the research participants and the social contexts in which they live fully (Lodico, Spaulding & Voegtler 2006: 264; Marshall & Rossman 2011: 113). The researcher had to be vigilant, alert and sensitive to whatever transpired during the field work.

The occupational role of the researcher as a senior education officer has been highlighted at the beginning of the paragraph. Education officers’ roles in the basic schools involve conducting monitoring visits to ascertain the extent to which the school managers effectively executed their management roles in the school environment. The researcher was thus occupationally involved during the research as well. Some of the roles of the researcher were to monitor the execution of the curriculum in schools, monitoring the effectiveness of teaching and learning, assessing the implementation of educational programmes, such as the early child education, radio programmes and many others. The researcher was fully aware of the challenges involved in this dual role and took them into account during the research.

4.6 CASE STUDY

Case study was selected by the researcher as the research strategy. It was easy to apply as it was relevant to the cases studied, being the two schools.

A case study was also chosen because of its unique qualities in data gathering processes which promoted comprehending the research context and enabled informing the researcher about the practices of the research participants (Desai & Potter 2006: 200-205; Rolls 2005:127; Palmer & Iordanou 2015: 19-38). The case study was useful for investigating how the school management practices changed over time as a result of certain circumstances or interventions (Desai & Potter 2006: 200-205; Baškarada 2014: 190; Thomas 2011:78; Yin 2012: 224; Yin 2014: 178; Stake 2013: 5; Hesse-Biber & Leavy 2011: 275; Edmonds & Kennedy 2013:114; Biggam 2011: 141; Gay et al. 2011: 446; Hamilton & Coerbet-Whittier 2013:7; Thomas 2013: 5; Brundrett & Rhodes 2014: 6, 56; Bhattacharjee 2012: 69; Sekaran & Bougie 2010: 278; Mathews & Ross 2010: 167; Edmonds & Kennedy 2013: 16; Katrina 2012: 9; King & Harrocks 2010: 29; Arthur et al. 2012:12).

The case study allowed the researcher to collect extensive data on the individuals, programmes and events on which the investigation was focused. The researcher recorded details about the context surrounding the studied cases, including information about the physical environment, the historical, economic, and social factors that influenced the research situation (Desai & Potter 2006: 200-205). The researcher described the context of the cases in order to help others who read the case study to draw conclusions about the generalizability of the results to other research contexts and situations. The case study was useful for the categorisation and interpretation of data and paved the way for synthesising data into an overall portrait of the cases (Desai & Potter 2006: 200-205; Mills, Durepos, & Wiebe 2010:145).

As postulated by some researchers, the term case study has to do with a limited number of units of analysis where an individual, a group or groups, or institutions (schools) are intensively studied (Hopkins 2009:123; White 2005:105; Welman & Kruger 2000:190; Desai & Potter 2006: 200-205; Robert 2014: 5-6). In this study, groups of school managers and teachers who can be defined as occupational social groups were studied with regard to the management of curriculum change (White 2005:105).

The researcher agrees with Babbie and Mouton (2010:281) who articulate that a case study is suitable for studying various school organisational functions, the organisational culture of schools, their practices and the processes of change. It was for this reason that a case study was used to study issues of managing curriculum change. Following White's (2005:104) guidelines, the conditions and relationships that prevailed in basic schools, the practices and the values that existed, the points of view and attitudes that were held, the processes that were going on, the consequences that were being felt and the trends that were developed, were all explored by the researcher using the case study design. This was done as it provided the researcher with the opportunity to perform an in-depth research in order to be able to gain a grounded understanding of the topic of the research.

4.7 THE SELECTION OF RESEARCH PARTICIPANTS

The selection of the research participants was based on the background information that the researcher had about the research participants and is discussed below.

4.7.1 Sampling

For Mutombo (2010: 3) sampling is the process of drawing subsets of a population for the purpose of determining its unknown parameters from the known sample statistics. Sampling involves the selection of a number of study units from a defined study population to get in-depth knowledge about the research topic (Sekaran & Rougie 2010: 263; Oppong 2013: 202; Kumar 2011: 192; Davies & Hughes 2014: 62, 168-169; Gay, Mills & Airasian 2011: 381; Abbott & McKinney 2013: 106; Gay et al. 2011: 142; May 2011:106; Hesse-Biber & Leavy 2011: 45). Sampling is the only practical way of data collection from the field because the population was large. Basic School A and B were sampled from the ten basic schools in Mongu Township. Sampling entailed selecting the schools that possessed properties to gain a thorough understanding of and to tap information about the nature of the participants' life experiences on curriculum change (Ary, Jacobs, Razavieh & Sorensen 2006: 167).

The researcher formulated a number of questions aimed at selecting the right research participants for the study. The following were some of the questions raised: Is the sample size adequate for the study? Is the method for selecting the sample appropriate? Is any sampling bias acknowledged? Are the criteria for the selection of the sample clearly defined, articulated and identified? (Mutombo & Mwenda 2010:1).

The researcher has to involve only the information-rich research participants, being the basic school managers and their teachers. A qualitative research of this nature was about finding depth, nuance, complexity and an understanding of how the research participants worked. Relevant sampling enabled the researcher to draw valid conclusions from a relatively small proportion of the population (Mason 2006: 121). Patton (2002: 230) identifies a number of empirical sampling techniques for purposefully selecting information-rich participants.

The researcher in this study made use of purposive sampling to determine the settings and the participants (see also Chapter 1, paragraph 1.5.2). The following paragraph deals with the types of sampling techniques used.

4.7.2 Sampling methods

Sampling was an ongoing procedure throughout the time of the empirical research in order to involve the most suitable research participants for the study and because some selected research participants had to be replaced due to several factors such as teacher transfers, promotions, attrition, and withdrawal for personal health reasons. According to Mason (2006:120) sampling and selecting refer to the principles and procedures utilised to find relevant data sources from which the investigator could get data utilising the methods chosen. In this study, the population consisted of the basic school heads, deputy head teachers, senior teachers and class teachers of all the basic schools in Mongu Township. The researcher used *purposive sampling and convenient sampling* in this study, which are discussed next.

4.7.2.1 Purposive sampling

Krathwohl (2004: 229) indicates purposive sampling as the most used technique in qualitative research. According to Krathwohl (2004:229) and Creswell (2008: 10, 216), the purposive sampling technique is applied to get a wide range of participants' views for the study. The purposive sampling technique was useful to identify the participants in both Basic School A and Basic School B who were "information rich" for an in-depth study, and who provided special access to data collection from the field of inquiry (Patton 2002:46, in: MacMillan & Schumacher 1997:397; White 2005:120).

From a theoretical viewpoint, a sampling strategy wants to point out and describe the important themes that cut across a number of variations (Patton 2002: 235). Patton (2002: 235) states that a small, diverse sample ought to be selected to enable detailed descriptions of each case and eminent patterns cutting across the cases. Creswell (2008: 216) also remarks that in a qualitative empirical research, the researcher may sample research participants that differ in terms of gender, status, qualification and experience (see table 4.1 below).

There were 10 basic schools of equal weight in terms of management and status in Mongu Township from which the two studied basic schools were purposively sampled as already indicated. The researcher used the following criteria to select the two studied basic schools. The researcher considered the experience which the head teachers of the two studied basic schools had in running the school affairs and felt that they were the right managers to provide

specific information regarding the management of curriculum change. Furthermore, the researcher worked in the district as an inspector of schools for long and had a rich knowledge of the schools, which explains why he was able to purposefully select the schools best suited for the purpose of the study. The previous two basic school head teachers, before the present ones took over the school management and administration, had been in the system as heads of the basic schools for more than 15 years in the case of Basic School B and more than 11 years in the case of Basic School A, which was enough to warrant their experience. The current head teachers of Basic School A and Basic School B had not yet gained the rich experience of the previous head teachers in the management and administration of the basic school affairs, because they have been recently appointed to manage the schools. It was also for this reason that the researcher undertook this study at their schools to ascertain the extent to which the current head teachers and their class teachers managed curriculum change.

The two basic schools were purposively sampled because they had a rich history of providing education for a long period of time. The two basic schools had many teachers and learners at the time when the purposeful sampling was done to select the teachers who participated in the study. Basic School A had 64 teachers of which 5 were males and 59 females; and Basic School B had 56 teachers of which 3 were males and 53 were female class teachers, although the figure changed periodically due to transfers and deaths. There were more female class teachers in the township schools than males due to marital considerations, meaning more female teachers were married to males who were working in the township.

Additionally, the two basic schools were purposively sampled because they had a huge enrolment of learners. Basic School A had 2,427 learners and Basic School B had 2,345 learners at the time of the study. The huge number of learners allowed the researcher to obtain information on how the class teachers handled and managed them in implementing and managing curriculum change. The teacher population of the two basic schools met the criteria set by the researcher to be able to select suitable and reliable research participants who were charged with tasks and responsibilities to implement and manage curriculum change. Some basic school teachers were old enough to tell stories about the past management of curriculum change, particularly in Basic School A, because they went through the processes of curriculum change and policy changes in Zambia. Therefore, they had a rich knowledge of the theme under study and were suitable to be involved in the research activity.

The following research participants were purposefully identified and sampled from the two basic schools: the 2 head teachers, the 2 deputy head teachers, three senior teachers and the twelve subject or classroom teachers from each school (making up a total of 24 class teachers). Purposive and convenience sampling was used to sample the research participants. The managers were selected by virtue of the direct responsibilities and accountabilities they hold in the two studied basic schools as the managers of the schools that are responsible for the daily execution of education programmes and the implementation of curriculum change. There were only three senior teachers per school according to the stipulation of the Ministry of General Education and so the three senior teachers qualified to be sampled for the study. Subject teachers were selected from the rest of the teachers by virtue of the vast teaching experience they possessed.

The research participants that were selected for the interviews in Basic School A and Basic School B included the two head teachers (one from each school), two deputy head teachers (one from each school), six senior teachers (three from each school) and 24 subject teachers (12 were obtained from each school). Initially, the subject co-ordinators were scheduled to be covered in the study, but they were dropped due to the reason below.

The position of a basic school subject co-ordinator was previously functional in the basic schools. Unfortunately, the position was scrapped and phased out by the Ministry of Education and was replaced by the position of the Head of Department (HOD) in secondary schools. For this reason, the subject co-ordinators were dropped and not covered in the study. Table 4.1 below shows that each basic school provided 6 research participants for the focus group interviews only. The two focus group interviews consisted of six class teachers each (sometimes called subject teachers).

The total number of 34 research participants in the Basic Schools A and B was covered in the semi-structured and focus group interviews. It meant that each basic school provided 17 research participants for the study. The researcher made use of the background information about the basic schools provided by the Basic School A and B head teachers in sampling the participants purposefully in the Basic Schools A and B for conducting the semi-structured and focus group interviews. The background information of the research participants assisted in providing the participants involved in each category in terms of gender, marital status,

qualification and experience. **Table 4.1 Summary of the characteristics of the participants in Basic Schools A and B**

Positions	Staff Qualifications				Age – range	Sex	Marital Status
	Masters	Degree	Diploma	Primary Certificate			
Head Teachers		2			40-45	2 ml	m
Deputy Head Teachers		2			40-48	2 f	m
Senior Teachers		1	5		40-45	4 f & 2 ml	m
Classroom or Subject Teachers		1	11	12	35-40	22 f & 2 ml	m
Total number of research participants for the study						34	

Key: m-married; f-females; ml-males

The background information about the research participants is reflected in the table which include: qualifications, sex, marital status, age-range and positions held in the schools. There were 34 research participants in all who were involved in interviews, which comprised the head teachers, the deputy head teachers, the senior teachers and the class or subject teachers. Twelve of these class teachers took part in the focus group interviews as the researcher was interested in hearing their stories on curriculum change also within a group context. A total number of 6 males and 28 females participated as research participants in this study. The characteristics of the selected research participants will also be discussed in Chapter five (see Table 5.1 and Table 5.2 in Chapter five and also paragraph 5.2).

The marital statuses of the research participants were taken into consideration because it is a requirement of officers to indicate their marital statuses when they are recruited and for the purpose of annual statistics on staff returns to the Ministry of General Education Head Quarters. Marital status indicates elements of respect to married teachers, and prospects for elevation by way of promotions. Married officers are considered to be very responsible persons because,

comparatively, they manage their home affairs very well and can, presumably, manage school affairs in the same manner they manage their households.

4.7.2.2 Convenient sampling

Stewart and Shamdasani (1990:53) attest that convenient sampling can be employed where the group consists of representative members of the large population. All the research participants were also conveniently sampled for the study because they were found to be easily accessible for the interviews. The two schools are also situated conveniently close to the researcher's residence.

4.8 DATA COLLECTION TECHNIQUES

The interviews, field observations and document analysis were the basic data collection techniques used to obtain data on the management of curriculum change. The use of different techniques helped the researcher to gather reliable data and to implement triangulation to verify data. Flick (2014:25) claims that data collection and research questions are adjusted according to what is learnt while the study progresses.

The following questions were used by the researcher, supported by Mutombo (2010:1), to assess the processes involved in the data collection process: Are the data collection methods/techniques appropriate for the study? Are the data collection instruments well-articulated and described adequately? Do the techniques have reasonable validity and reliability features? Do the empirical data provide evidence of the truth of the research findings? The basic data collection techniques which were used by the researcher in this study are discussed in the next paragraphs.

4.8.1 Interviews

Interviewing was the data collecting technique which involved oral questioning by the researcher directed to the research participants individually in semi-structured, informal and unstructured interviews, as well as in focus group interviews. Focus group interviews, semi-structured and unstructured interviews were considered necessary in this research to gather data (Lodico, Spaulding & Voegtler 2010: 180-194).

Ary, Jacobs & Razavieh (1996: 444-445, 487; Desai & Potter 2006: 144-150, 153-160, 200-205) consider focus group interviews, semi-structured and unstructured interviews to be reliable techniques in research. Patton (2002: 342) makes a similar statement to that uttered by Cohen, Manion and Morrison (2000:268-286), namely that an interview provides access to what the person knows, a person's values and preferences, attitudes and beliefs. For this study, the goal of an interview was to understand the participants' experiences and perceptions about a particular context in a non-threatening way so that the correct meanings were attached to the participants' experiences and the perceptions that emerged. The researcher interviewed the participants to elicit their feelings, knowledge, likes, dislikes, opinions and views about the management of the curriculum change in the two studied basic schools in Mongu Township in Zambia.

The interviews were conducted for a period not exceeding 60 minutes (one hour) to reduce boredom amongst the research participants. The focus group interview guides comprised around ten basic research questions (see Appendix 10). However, this basic standard number of research questions for interviews was disregarded in practice because more probing questions were added incidentally to the list of already formulated research questions. The researcher probed further to obtain in-depth examples and explanations about the contextual issues pertaining to this study. The verbatim transcriptions of the interviews were useful for data analysis, data interpretations and for the purpose of making conclusions. Patton (2002: 342) contends that a researcher cannot really observe everything such as the feelings, thoughts, intentions and behaviours that have occurred at some previous point in time. Thus, both audio and visual recording of interviews are useful for the qualitative researcher, because the data are recorded and not lost. Glanz (2006a: 67) proffers that interviews enable the researcher to learn about the complexities of research participants' experiences from their points of view.

The processes of transcribing the responses allowed the researcher to probe further to obtain relevant information in subsequent interactions. Thomas and Nelson (2001:185) state that qualitative interviews are appropriate for issues that can be probed through "open-ended questions" and to allow "non-verbal cues" to be detected clearly. Rudestam and Newton (2001:32) postulate that participants' attitudes and actions are best understood within a natural setting. Consequently, the data generated from the interviews were cross-checked systematically by the researcher with other sources of information for authenticity within the natural setting.

The relevance of the interview guide approach cannot be overemphasised. Patton (2002: 343) offers an explanation regarding why interview guides are useful in qualitative research:

... it ensures that the researcher decides carefully how to make the most use of the limited time available in the interview situation, it delimits the issues to be explored in advance, it helps to keep the interactions focused while at the same time permits individual perspectives and experiences to emerge, and it serves as a basic checklist during the interview to ensure that all relevant topics are covered.

The researcher designed interview guides to ensure that the investigation procedures with regard to the problem were followed with each interviewee. Accordingly, the interview guides provided the researcher with enough space to explore, pose questions and probe the participants further to allow them to offer sufficient information. The research questions were prepared by the researcher to facilitate the inquiry regarding how effectively the basic school management teams managed curriculum change. As already stated, various types of interviews were applied to the following participants: the school head teachers, the deputy head teachers, the senior teachers and class teachers in the two studied basic schools.

4.8.1.1 Casual conversational interviews

According to Patton (2002: 342), this type of interview is closely linked to unstructured interviews in “which most of the questions flow from the immediate context and no predetermined set of questions or topics are used.” The data obtained from what Patton (2002: 342) calls “informal conversational interviews,” were different for each research participant. In this type of interview, the same research respondent may be interviewed at different times. Interviews that Patton (2002: 342) refers to as “causal” or “informal conversational interviews,” were used by the researcher because they were built on observations and were matched to individuals’ perspectives and the actual research circumstances. These causal or informal conversational interviews took place during the researcher’s visits to the basic schools. For this study, causal interviews offered substantial opportunities for research flexibility, spontaneity and responsiveness in gathering information (Berg 2004: 75).

4.8.1.2 Unstructured interviews

Unstructured interviews were conducted before the actual focus group interviews were administered (Cohen, Manion & Morrison 2000:268-286). These unstructured interviews allowed the subjects freedom of expression on the topic and helped as an exploration to formulate research questions for focus group interviews. Furthermore, unstructured interviews are closely linked to casual or informal conversational interviews as discussed in paragraph 4.8.1.1 above. The unstructured face-to-face interviews were ideal to get first impressions of the research participants on the management of curriculum change. The technique disclosed participants' thoughts, attitudes, perceptions, beliefs, feelings and values on the management of curriculum change. The interviewees were treated as active subjects and not merely as reporters of facts or experiences. The researcher attempted to discover the meanings of the research context and the subject matter was personal, intimate and emotional. The objective was to achieve significant disclosure and to acquire in-depth knowledge and authenticity with regard to a respondent's life experiences.

Both senior teachers and class teachers were interviewed in unstructured interviews. The basic school senior teachers were charged with the administrative responsibility to check and sign the teaching documents that class teachers prepared for classroom teaching. It was for that reason that the senior teachers were included in the unstructured interviews administered. In addition, the senior teachers also participated in the semi-structured interviews.

4.8.1.3 Semi-structured interviews

The researcher prepared a set of predetermined and standardised research questions to which participants could respond in the semi-structured interviews (see Appendices 6, 7, 8, and 9). The two basic school head teachers, their deputy head teachers, senior teachers and some subject or class teachers were interviewed face-to-face and individually. The views of the participants were evaluated, compared and contrasted during the interview and analysis processes.

Semi-structured interviews enabled the researcher to explore the management skills of participants that were essential for their positions and responsibilities in the management of curriculum change and to ask probing questions that were not taken up in the interview

schedule. Additionally, the semi-structured interviews provided the researcher with more flexibility and more freedom in the interview situation.

4.8.1.4 Focus group interviews

Focus group interviews were used by the researcher as guided open-ended discussions with small homogeneous groups. The general aim was to use the social dynamics of the group to encourage the participants to reveal more of their opinions, emotions and behaviour that could not easily be elicited through brief survey questions (Mutombo & Mwenda 2010:1). The researcher also used a focus group interview guide that comprised the basic or core-research questions (Appendix 10). Some probing research questions were added to the list of the formulated questions to assist the researcher to get in-depth information. Powell and Single (1996, in White 2005:164; Desai & Potter 2006: 150-153), state that a focus group interview entails interviewing a group of individuals selected and assembled for discussion on a selected topic. Kreuger (1988: 26; Masadeh 2012:63-67) suggests that the purpose of a focus group interview in qualitative research is to get data from a predetermined and a limited number of participants that cannot be obtained in other ways (Cunningham 1993:93). Kreuger (1988: 18; Arthur et al. 2012: 186; Bernard & Ryan 2010: 29; Masadeh 2012:64) provide a theoretical claim that a focus group interview is a carefully planned discussion designed to obtain perceptions and opinions in a defined area of interest and in a permissive as well as a non-threatening environment.

The researcher agrees with Glesne and Peshkin (1992: 365) who note that interviewing one person at a time is useful, but some people need company to talk to and they also feel that some topics are easier discussed by a smaller group of people who are familiar with each other. With regard to this study, plausible interpretations were given by the group interviews and were treated as being reliable (Merton, Fiske & Kendall 1990: xxi). It was believed that focus group interviews were advantageous in that responses articulated tended to be more comprehensive and less inhibited than with other types of interviews (Patton 2002: 386). Both Wimmer and Dominick (2000:126) and Thomas and Nelson (2001:336) believe that focus group interviews rely on the interactions between the researcher and the individual participants who are assembled in a group discussing the topic.

Historically speaking, focus group interviews were started in the late 1930s by social scientists that seemingly had difficulties with the accuracy of traditional data gathering ways (Kreuger 1988: 18). Today, focus group interviews take on many different forms as researchers modify procedures to suit their own needs, preferences and contexts. In this study, focus group interviews entailed assembled groups in the two studied basic schools that were small enough to permit earnest discussions among all its members (Stewart & Shamdasani 1990:10). The focus group interviews were useful because they were relatively easy to undertake and the research results were obtained more quickly. In addition, the social interaction produced less restrained and more complex responses. The researcher probed for clarification and solicited greater details.

The size of the focus group was also considered in this study. Most focus group interviews consist of 6 to 12 participants. The researcher assembled only six research participants for each focus group interview consisting of class teachers. Merton *et al.* (1990:137) give a theoretical description of a focus group interview and suggest that the size of the group should not be so large as to be unwieldy or to preclude adequate participation by most members, nor be so small that it fails to provide greater coverage than individual interviews. In the same vein, Krueger (1988:94) proffers that smaller groups of four to six are preferable with participants who might have lots of information to share or have had intense or lengthy experiences of the topic.

Sustaining the above theoretical argumentation, Morgan (1988:42) remarks that some studies may require several groups and that one important determinant of the number of groups is the number of different subgroups required. For this study, six subject or class teachers in each of the two studied basic schools in the Mongu Township were assembled separately for focus group interviews as already mentioned above.

Freedom of participation to express their personal opinions and views, reactions and feelings were allowed. The research participants were accommodated in rooms that were free from disturbances and distractions. The viewpoints were exhausted through a critical discussion of the reality that was prevalent in the basic schools. The research questions posed were meant to elicit the description of the subject teachers' extensive experience in the schools, their competencies and activities within the framework of institutional routine. According to a focus group research expert (Kruger 1994, as cited by Patton 2002: 386), the theoretical advantages of focus group interviews are as follows:

... data collection is cost-effective in terms of time and money, interactions among participants enhance data quality because participants tend to provide checks and balances regarding the discussions, and these weed out false or extreme views, and focus group interviews are often enjoyed by participants because they build on the gregarious nature of human beings, are useful when the topic to be explored is general, and the purpose is to stimulate talk from multiple perspectives by the group participants so that the researcher can learn what the range of views is about the study.

In this study, focus group interviews also provided the researcher with ideas about what to pursue in individual interviews. Focus group interviews enabled additional comments by participants beyond their own original responses (Patton 2002: 386). The researcher used focus group interviews to enable participants to share common feelings about the topic under discussion. Also, focus group interviews had credible uses in this research for obtaining general background information about a topic of interest (Stewart & Shamdasani 1990:15; White 2005:164; Desai & Potter 2006: 150-153). In addition, focus group interviews were applied in this study for stimulating new ideas and creative concepts, and “for diagnosing the potential for problems with a new programme” (Shamdasani 1990:15). The next paragraph looks at field observations.

4.9 OBSERVATIONS

Field observations involved systematically selecting, watching and recording the behaviours and characteristics of the research participants. There is a wise saying and expression in Silozi, the local language spoken in Barotseland, in the Western Region of Zambia, which goes: ‘*kuzibamutu ki kuina ni yena*’. This saying is literally translated into the English language as ‘*to know a person is to live with him*’, meaning that one cannot know and understand a person thoroughly unless one lives with him/her for a long period of time. Another wise saying is: ‘*muzzy kea node*’, meaning that ‘*one cannot know what happens in a village unless one stays there and learns about its physical and social characteristics*’. Thus, one has to stay in a village and with a person to get to know their demeanours, personality, behaviour, attitude and practices in life. Getting to know a participant’s likes, dislikes, opinions, feelings and behavioural attributes would require an observer to live with those being observed for a long period of time. Field observations in schools were useful for this study because they allowed

the researcher, as a participant observer, and because of his occupational duties, to understand the research participants' personal attributes fully (see Appendices 1, 2, 3, 4 and 5).

School observations and monitoring are related elements used by Education Standards Officers in Zambia to collect data. Monitoring involves studying and recording the achievements and failures of both long term and short term school plans, and institutional practices to measure the extent to which the set standards, aims, goals and objectives are achieved. Monitoring encompasses also observation and evaluation processes. In a school setting, adherence to the set standards were measured against the prevailing school vision (see chapter two, paragraph 2.5.3.1), mission statement (see chapter two, paragraph 2.5.3.2) and school action plans. Furthermore, observations demanded a closer assessment and analysis of the roles of the basic school management teams' job descriptions and the class teachers' job descriptions and the execution of those jobs. The management roles of class teachers comprised the following: *planning, teaching, classroom management and assessment* as discussed in chapter two paragraph 2.5.1.5).

Desai and Potter (2006: 180-185; Wilkinson & Birmingham 2003: 116; Shepherd 2004: 209; Lodico et al 2010: 14; Marshall & Rossman 2011: 139; Basit 2010: 120; Briggs & Colman 2007: 237) attest that field observations are generally a useful technique that makes the researcher reach what Hopkins (2008:79-80) calls the "depth of the studied phenomena." Observations were used to obtain information from the school head teachers, the deputy head teachers, senior teachers and the classroom teachers. Therefore, observations in the basic school and in a classroom teaching and learning environment aided the researcher to understand the basic school head teachers' tasks, the basic school deputy head teachers' and the senior teachers' tasks and the class or subject teachers' tasks in the management of curriculum change from the implementation perspective.

The researcher did not openly show that the class teachers were being observed in their daily school routines or scheduled activities. The fear was that if teachers knew that they were being observed, they would change their normal school practices and working schedules to comply artificially to make a good impression. It would mean that the results would be distorted by the unnatural or exaggerated performances of teachers. For this reason, both the classroom and institutional observations were conducted using what the researcher refers to as the '*latent or concealed oriented or based observation.*' However, classroom teacher monitoring and lesson

observations were fully carried out by the researcher using the observation or monitoring instruments in accordance with the planned schedules as arranged with the class teachers. It implied that consensus was reached by the researcher and the research participants to conduct monitoring and lesson observations in the basic school classrooms and the institutions through what the researcher calls '*consensual physical observation*'.

According to Patton (2002: 262-264), field observations are considered to be the basic tools used for gathering qualitative data from the field of inquiry, and the following advantages of qualitative observations were useful to the researcher:

... direct observations enable the researcher to understand and capture the context within which people interact, participant observations provide the researcher with first-hand experience of a setting which permits the researcher to be open, direct observations are discovery-oriented and inductive because the researcher does not have to depend on prior conceptualisation of the setting; getting close to the people in a setting through first-hand experience allows the researcher to draw on personal knowledge during the formal interpretation stage of data analysis, observational fieldwork gives the researcher the opportunity to see things that may routinely escape awareness among people in the setting and lastly direct observations also gives the researcher the chance to learn things that participants would otherwise be reluctant to talk about in an interview due to their sensitivity (Patton 2002: 262-264).

The researcher used an observation guide on the issues to be observed in the basic schools (see Appendices 1, 2, 3, 4 and 5). The researcher, as an Education Standards Officer, was involved in monitoring and observing the quality delivery of education in all the basic schools in Mongu Township. For the researcher, participant observation was the ideal technique to obtain in-depth understanding of how curriculum change was managed by both the school managers and class teachers. The researcher agrees with Babbie and Mouton (2010:293) who suggest that clues or issues could be observed under the participant observation technique that may assist in understanding a situation: dress, the facial expression of affection, posture, body language and eye movements, voice projection, behaviour, time duration and physical location.

The schedule for the study in Basic School A was planned as follows: Mondays, Tuesdays and Thursdays were allocated for the interviews and classroom observations. Class or subject teachers taught subjects at different times in a week and different times of day. They were asked to attend the administered interviews after their class tuition. Wednesdays and Fridays

were utilised by the researcher for executing documents analyses. Wednesdays and Fridays were the days of the week when the school management and teachers were executing other daily school routines as well as education programmes, such as teacher group meetings, basic school lesson study, clubs, sports and many other school activities on their schedules.

In Basic School B all the days were open except for Fridays, which were scheduled for the review of the school activities and work which was implemented during the course of the week. Also other education programmes, such as teacher group meetings, the school lesson study, clubs, sports, departmental and administrative meetings were all scheduled to occur on Fridays. All the days of the week were either preoccupied by interviews, classroom observations and or document analyses. Basic School A is located roughly 2 km away from Basic School B. The two basic schools were studied during the period of 6 months in which the researcher scheduled to visit the basic schools alternatively on separate and similar days, but at varying appointed times for the purpose of carrying out the planned semi-structured, structured and focus groups interviews, classroom observations, institutional observations and document analyses.

The researcher spent a lot of time over a period of 6 months in observing how the managers at each basic school managed curriculum change. In a day, the official number of hours which have been recommended by the education policy and government for the school management and teachers to spend executing their daily school chores is 8, that is, from 08:00 to 16:00. Approximately 32 hours were spent in any particular month for carrying out investigations. For the minimum period of 6 months, a total number of approximately 192 hours were spent to obtain all required data for the research (which included times of travelling from one basic school to the other and for making preparations to get interviews set). The idea behind such a lengthy period of investigation devoted to classroom observations, interviews and document analyses was to satisfactorily live with the participants in view of obtaining an in-depth understanding and to collect sufficient reliable data for analysis and for drawing conclusive judgements.

Observations allowed for relevant interactions with the basic school managers, which made it possible to examine how effectively they managed curriculum change. The observations were followed up with unstructured interviews to aid the researcher's understanding and to make informed decisions on what was observed at each basic school. Opportunities for conversations and interactions between the researcher and the research participants were regularly utilised.

The field observations made the researcher understand the management skills of the school managers in managing curriculum change.

The researcher made close observations on how the education programmes were implemented at each school as required by the Ministry of Education (2010:27). The many education programmes that were observed which were classified as long term and short term, amongst others, included the following discussed ones. The short term education programmes comprise: open days, Teacher Group Meetings (TGMs), Annual General Meetings (AGMs), staff meetings, lesson study, health promotion school initiatives and the school feeding programme, the Inclusive Schooling Programme (INSPRO), the School Programme of In-Service for the Term (SPRINT), and the In-Service School Training (INSET). The effective implementation of these stated education programmes in the basic schools is professionally assessed after a term, which comprises three months in the Zambian education system.

Other long term education programmes which were observed that were implemented over a period of three months included HIV/AIDS, equity and gender, school health and nutrition (SHN), personal hygiene and sanitation, Interactive Radio Instruction (IRI) including important and pertinent issues of Information Communication and Technology (ICT) for the learners as advocated by Jacques and Hyland (2007:98; Condie, Munro, Seagraves, Kenesson *et al.* 2007:75). In addition, further observations were conducted on the reporting and leaving times of the basic school managers and teachers, the interactions and relationships between and among class teachers and the managers. For the purpose of data analysis and interpretation, the research findings were categorised by giving a structured account of the lived field experiences.

4.10 FIELD NOTES

Keeping field notes is a way of reporting observations, reflections and reactions (Hopkins 2008:104). According to Wiersma and Jurs (2005: 254), descriptive field notes explain and illustrate the situation and events as they unfold in the field of inquiry; whereas reflective notes include research inferences and interpretations. Both types of reflective notes, namely, research inferences and interpretations, were used by the researcher to document data. Field notes helped to shed more light on what occurred in the studied basic schools, and provided descriptions of the participants, the physical setting and the school environment. In this study, the researcher used many field data capturing facilities such as field note taking, audio taping, mobile phones,

and the use of a computer. According to White (2005:163), other techniques related to field notes which the researcher applied included “note taking” and keeping a “field diary” and what Jacques and Hyland (2007:55-56) refer to in their work as “recording.” Data collection in the field was made possible by applying the above mentioned various techniques pertaining to field notes, which Denscombe (2007:285) considers to be a critical step in the research.

4.11 DOCUMENT INFORMATION

Briggs and Coleman (2007: 278) indicate that documents are important sources of data that “provide evidence and details of personal and professional lives of school management and classroom teachers.” Bogdan and Biklen (2007: 136) accentuate that a school, as a social organisation, produces documents for specific kinds of consumption. The internal documents examined in this study comprised documents such as internal memos, and external documents comprised communication documents such as newsletters, journals, *Educating Our Future* policy document and curriculum framework documents, magazines and circulars. Some of the documents accessible for analysis in the basic schools included personal documents, organisational memoranda and administrative correspondences, statutory instruments, minutes, record books, letters, school diaries, bulletins and teaching documents. Many sources of documentary data in this study provided an opportunity to triangulate the information collected for further data analysis through interviews and observations. Document information served to add knowledge to a research context and explain certain social events in the research phenomenon (Best & Kahn 2006: 257). Documentary data assessment and analysis was done to explain the current state and the nature of the management of curriculum change in the basic schools.

School documents can be distorted and be irrelevant (Best & Kahn 2006: 257). Therefore, documents accessed were scrutinised and examined well. Patton (2002:307) observes that “document analysis provides a ‘behind-the-scenes’ look at the phenomenon that may not be directly observable and about which the interviewer” might not pose questions during interviews. The relevant educational documents that were analysed included: the national syllabuses, education policy documents, statutory instruments, education acts, terms and conditions of service, the school or administrative memos, assessment records, minutes of school management meetings such as staff meetings and briefings, Parent Teacher Association (PTA) meetings, Annual General Meetings (AGMs), Teacher Group Meetings (TGMs) and

departmental, school board memos and other accessible basic school documents that were considered to be relevant for data analysis. Other sources of information for analysis were drawn from the correspondence files, the records of the basic school extra-curricular activities (the professional and subject associations, clubs, societies), school timetables, records of school teaching documents such as the schemes of work, weekly forecasts and lesson plans, communiqués and workbooks. In addition, there were statutory documents accessed by the researcher.

Some of the documents that the researcher accessed were the routine records pertaining to the basic school management teams, correspondences amongst staff, rules, regulations, memoranda and some official and unofficial documents generated by or for the institution. The document analyses offered the researcher an opportunity to verify, contextualise or clarify personal memories of what was encountered in the research. The nature of the topic of the research required that document analysis be an important method of data collection. A discussion of the pertinent issue of triangulation follows below.

4.12 TRIANGULATION

Shields and Rangarjan (2013:157; Soeters, Shields & Rietjens 2014:155; Howell 2013: 166; Patton 2002: 186, 442-494; Biggan 2011:118; Rossman & Rallis 2012: 143; Tuckman and Harper 2012: 387) believe that the concept of triangulation can be applied in a study to capture more balanced information on the research topic. Importantly, triangulation entails using various and different methods in the research process, such as those used in this study. For the researcher, triangulation was the application of research design and techniques aimed at gathering more complete information for comparison through triangulation and analysis.

The researcher agrees with Cohen, Manion and Morrison (2000:112-116) who maintain that triangulation combines more than one method or technique of data collection as also indicated by Ary, Jacobs and Razavieh (1996:480), Wiersma and Jurs (2005:256) and Gay and Airasian (2003:246). They state that triangulation entails the use of more than one instrument in research or the use of multiple data sources to confirm the authenticity of the data collected and the procedures used. According to Patton (2002: 556; White 2005:89), triangulation is a form of “cross-valuation” that focuses on diverse data collection strategies from different participants, because each of the data collection techniques has inherent strengths and weaknesses. The use

of triangulation was useful for the researcher to reduce the problem that Cohen, Manion and Morrison (2000: 113) call “method boundedness.” It is also believed that triangulation reduces bias during data analysis. The researcher could compare the data obtained from semi-structured, focus group interviews, unstructured interviews, informal interviews, observations and document analysis with one another to come to more balanced and truthful findings.

Triangulation had a special place and relevance in this study because the researcher sought to gain a more comprehensive view of the management of curriculum change through focus group interviews, structured and unstructured interviews, document analysis and observations. Triangulation helped the researcher to cover miscellaneous issues which are connected to qualitative research, such as *research credibility*, *research validity*, *research trustworthiness* and lastly, *research reliability* as discussed by the researcher below (see paragraph 4.15).

4.13 DATA ANALYSIS

The presentation and interpretation of the data in this study were accomplished through the processes often referred to as “qualitative data analyses.” Data analysis pertains to the processes of bringing order, structure and interpretation to the data collected from the field (Marshall & Rossman, 1999:180). Within a theoretical framework of data analysis, Bodgan and Bilken (2007:159) indicate that data analysis pertains to the process involved in “systematically searching and arranging the records, interview transcripts, field notes and other materials that are accumulated by the researcher” so that the empirical research findings are interpreted for publication.

In this study, the analysis was concerned with organising the data, breaking data into manageable units and systematically synthesising data and searching for patterns (Bodgan & Bilken 2007:159). Creswell (2003: 191-195) outlines some steps used in thematic data analysis that the researcher found useful for this study as presented below:

- Fundamentally, data collection is the process of obtaining valuable information and it involves organising and preparing the data for analysis.
- The researcher makes a thorough study of the entire research data to get a general picture and sense of the data gathered in order to think about its overall meaning.

- The researcher moves into the processes of finding relationships between the information gathered through the process of coding in order to describe the setting or people and identifying themes.
- The researcher embarks on constructing of diagrams, matrices, tables and graphs to convey the findings of the analysis.
- The researcher finalises the data analysis by co-ordinating and validating the research findings or results.

The above discussed data analyses processes by Creswell (2003: 191-195) were found to be very convenient and appropriate and were, thereof, applied by the researcher in this study. Burns and Grove (2003:46), indicate that data analysis reduces ambiguities, organises and gives meaning to the collected data. The researcher tries to gain understanding and refines interpretation through data analysis (Creswell 2003: 190). For Best and Kahn (2006:247), data analysis is understood in terms of what Cohen, Manion and Morrison (2000:77) consider as “instrumentation”, implying that data analysis is actually a tool or means of validating the data obtained from the field to make conclusive empirical research and allowing for substantiated research judgement.

Data are comprehended and interpreted in a qualitative context to arrive at common views from meaningful analyses. The data obtained from observations, relevant documents in the two basic schools studied and from the interviews were analysed to assess the credibility and reliability of the research results. For this study, the credibility and reliability of the research results as expressed by Lindhoud (2001:21), Nieman (2000: 283), Neuman (2003: 118), Graziano and Raulin (2000: 84), and Merriam (1988:163) were important issues to consider in data analysis. The issues about the credibility and reliability of the research results are discussed further on by the researcher.

Data were interpreted by taking the diverse contexts into consideration, meaning that the data from the two studied basic schools were compared and contrasted to gain in-depth insight into the management of curriculum change. The interviews were transcribed to provide an analysable reproduction of the events that took place in the management of curriculum change. The transcribed interviews were necessary in order to elicit explicitly what the research participants liked or disliked (their values and preferences), and what the participants thought

(their attitudes and beliefs) and the knowledge that the participants had on the management of curriculum change. The data analysis process was carried out during the process of data gathering as well as after completing the process. During data collection, the analysis of data involved checking the recurrent themes related to the study (Creswell 2003: 190). Data analysis was commenced by comparing and contrasting the research results, by interpreting the research findings and through correlating the data gathered from Basic School A with the data obtained from Basic School B after completing the data collection process.

4.14 TRUSTWORTHINESS: CREDIBILITY, RELIABILITY AND TRANSFERABILITY

In the following paragraphs the issues of trustworthiness relating to credibility, reliability and transferability are discussed. The criterion reliability is equivalent to dependability in qualitative research.

4.14.1 Credibility

The researcher took precautions to ensure that findings are true and accurate by employing triangulation (see paragraph 4.12) and member checking (taking transcriptions of interviews to participants for ratification in case of doubt). Data collection was done by applying multiple research methods (Cohen, Manion & Morrison 2000:119) promoting research credibility which also points to the fact that the research findings could be correlated with other similar research contexts. The researcher employed the descriptions and interpretations of the subjects' perceptions and experiences in the basic schools in Mongu Township thereby providing a true reflection of their stories. Thick descriptions and interpretations of the subjects' perceptions and experiences was done to ensure and maintain the credibility of the study (Northcote 2012:100; Loh 2013:15).

4.14.2 Reliability/dependability

Reliability, in a qualitative research of this nature, has something to do with the degree of data consistency, data replication, data accuracy, data applicability, data dependability and data repeatability of the research results (Cohen, Manion & Morrison 2000:118-120). In this study, research reliability referred to whether the methodology produced consistent results from the

field of inquiry. In as far as research reliability is concerned, it was strongly believed by the researcher that the research instruments which were applied in this study could be used in a different research context to yield the same results, precision and accuracy in data collection. The gathering of data continued until the time of writing the research report to exhaust all the salient and pertinent issues that surrounded this study.

Two types of research reliability were considered to be extremely useful, namely, internal reliability and external reliability. For this study, the internal reliability referred to the consistency in the research process which relied on logically analysing the findings/results as the researcher developed the description of the studied phenomenon (Wiersma & Jurs 2005: 215). The systematic validations and verifications of results from observations, interviews and site document analyses were used to achieve internal research reliability.

External reliability entailed the degree to which any independent researchers working in the same or similar contexts, with similar research participants, with similar research methodology and design and with similar research techniques would obtain consistent research results if a similar research on curriculum management is conducted (Wiersma & Jurs 2005:264).

4.14.3 Transferability

The researcher attempted to attend to trustworthiness as described above to be able to make the findings of the research transferable to other similar situations as those prevailing in the two studied basic schools. The researcher therefore provided thick information about the researcher as instrument, the research context, processes, members, and researcher-participant connections to make it possible for the reader to decide how the findings may transfer to contexts not covered by this research. The researcher gave an account of the research results to make it explicit and clear what had transpired in the basic schools studied as far as the management of curriculum change was concerned. In effect, illuminating, elucidating and explaining the research findings accurately took place by describing how curriculum change was managed in the basic schools. The explanations of the research findings matched the realities of the basic schools in which the research was conducted; so other researchers can decide on the grounds of this whether the findings are applicable to similar situations.

4.16 ETHICAL CONSIDERATIONS IN DATA COLLECTION

The researcher upheld ethical considerations with regard to data collection as an important tool to protect the integrity, privacy, confidentiality and the personal decisions of the participants. The face-to-face interactive data collection processes compelled the researcher to uphold ethical considerations concerning the emergent design and reciprocity in the process of interacting with research participants (MacMillan & Schumacher 2006: 334; Love 2012: 135-136).

MacMillan and Schumacher (2006: 334) explain that “Ethics are the principles of right and wrong that can be used by individuals acting as free moral agents to make choices to guide their behaviour and beliefs.” In providing a theoretical explanation, Gomm (2008:365) indicates that research ethics refers to the rules of morally acceptable behaviour for research. Furthermore, ethics pertain to respect for human rights and consideration of issues such as honesty, integrity of the individual and confidentiality of certain information. The provision of the ethical clearance certificate to the researcher by the UNISA College of Education Research Ethics Committee (CEDU REC) provides an indication that the research ethical issues and concerns would be addressed (see Appendix 12). There were several issues relating to ethical considerations that required attention. The researcher gained permission from the basic school management and class teachers to make tape recordings of the interviews, obtained permission to use the school premises and classrooms and offices to conduct interviews and obtained permission to use school documents from the relevant authorities (see appendices 13, 14, 15, 17, 18, 19 and 20). The ethical research issues that were upheld in this research included the following: confidentiality and secrecy, accessibility and acceptance, informed consent and management of research participants as discussed below.

4.16.1 Confidentiality and secrecy

In this study, the participants’ rights to privacy were respected to address issues pertaining to confidentiality and anonymity. Confidentiality was closely linked to secrecy or anonymity in this empirical study. According to the accentuation of Krathwohl (2004: 215) and Anderson (2009:75) “confidentiality” in research assumes the “control of access to information and the guarantee that data” gathered from the research participants are not shared with unauthorised people. The researcher needed to guarantee the participants that data and personal identities

collected from them would not be revealed to any persons. Furthermore, the participants were fully aware of the confidentiality and anonymity of the research process and results.

Anderson (2009: 74; Drew, Hardman & Hosp 2008: 190) believe that “anonymity” is concerned with not making the identity of participants known to a third party. Gay and Airasian (2003: 194), Creswell (2008: 11-12) and Berg and Lune (2012:189) share a common feeling that participants’ responses be kept in strict confidence. Thus, it was prudent for the researcher to keep the participants’ identities secret in this study and the research participants were informed about the issue of anonymity and confidentiality. Accordingly, the researcher did not disclose the names or identities of the participants in verbal or print form. Neither were the locations of the interview settings disclosed to unauthorised persons (see Appendices 13, 14,15,16,17,18,19, and 20).

4.16.2 Informed consent

The principle of “informed consent” in research arises from the participants’ rights to freedom and self-determination. Johnson and Christensen (2008: 109) point out that “informed consent” is concerned with “the procedures in which individuals choose whether to participate in an investigation” or whether not to take part in it. Permission had to be sought from the district education authorities, namely, the District Education Board Secretary (DEBS), who is the head of the district education affairs and the basic school head teachers, to permit the participants to participate in the research activities officially and to inform the participants explicitly about the study (see letters of consent: appendix 13 and 16). With a view to obtaining informed consent, the researcher visited the participants at their respective basic schools to explain the purpose of the study.

Accordingly, each of the participants made a personal decision to get involved in the study after having been informed about the aim of the research. The procedures of the study were outlined explicitly to allow participants to participate actively, openly and freely. The risks of getting involved in the research activities were explained as well as the fact that the rights of the research participants to pose questions were protected. The advantages of the research were explained clearly and participants were informed about the procedures and the limits of confidentiality before taking part.

4.16.3 Accessibility and acceptance

The issues surrounding “access” and “acceptance” (Johnson & Christensen 2008: 105) are diverse in a qualitative study of this nature. Accessibility and acceptance implied that the researcher informed the participants openly about the researcher’s true identity as an investigator in the study. The individual participants’ freedom to accept active participation in the study or deciding to withdraw from the research at any point was guaranteed. The research participants were personally contacted and informed through formal communication to explain the aim and the terms of the agreement. Letters of consent (see Appendices 14, 15, 16, 17, 18, 19, and 20) were written to the research participants that they signed to indicate their commitment to participate in the research activity. Care was taken so that there were no misconceptions and misunderstandings about the identity of the researcher as a senior officer in the Ministry of Education conducting the investigations in the schools.

4.16.4 Management of Research Participants

The management of research participants was an important ethical issue. Johnson and Christensen (2008: 105), say that “the treatment of the research participants is the most important and fundamental issue the researcher must confront because research with humans has the potential for creating physical and psychological harm.” Bogdan and Biklen (2007:50) indicate that the researcher should communicate to the research participants about their research roles in order to capture their interest in the research setting to sustain the mutual obligations between the two parties.

Managing research participants demanded possessing practical research skills and tact, dexterity, delicacy, sensitivity, insightfulness and discernment on the part of the researcher to understand what is in the participants’ minds. In this research, the researcher was focused and tried to become extra sensitive, careful, resilient and accommodative throughout the research process as well as when explaining the issues surrounding the research context and whenever securing consent from the research participants.

4.17 CONCLUSION

Chapter four indicates how the data was gathered empirically from the field of inquiry in relation to the management of curriculum change in the two basic schools in Mongu Township in Zambia. In this study, the research design dealt with issues of the qualitative approach, research strategy and the methods of data gathering. The research design that was introduced by the researcher involved the qualitative case study. Qualitative data collection techniques in this chapter included the following: semi-structured, informal, unstructured and focus group interviews, field observation and document analysis. Flexibility in data collection was facilitated by the applied research instruments. Furthermore, Chapter four paved the way for the in-depth analyses and presentation of the research report in Chapter five. Additional issues covered in Chapter four are research trustworthiness and ethical issues. The next chapter deals with the empirical research results that the researcher purposefully collected from the field of inquiry.

CHAPTER FIVE

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF THE RESEARCH FINDINGS

5.1 INTRODUCTION

Chapter four consisted of a description of the research design which was used to collect data from the field of inquiry. A description of the research activities and procedures that would be undertaken during the empirical study was systematically discussed and presented in chapter four. Thus, the purpose of this chapter is to present, analyse, interpret and discuss the data generated.

The research findings in this chapter have been correlated with the research questions and aims stated in chapter one. The research aims and the research questions of the study as well as the literature studies in Chapters two and three provided the much needed framework for the formulation and construction of the interview guides. The school educational programmes, the class teaching and learning materials, methods, approaches, techniques and strategies, the school managers' job descriptions, the procedures regarding the interpretation and implementation of the education policies were inter alia examined to reflect on the management of the changed curriculum in this chapter.

Curriculum management involves considering the total of what is taught and how it is taught, which determines the general framework within which lessons are planned and how learning takes place as is reflected in Nyambe's (2012a:1) curriculum definition:

... curriculum management involves considering the total set of education about what is taught and how it is taught which determines the general framework within which lessons are planned and learning takes place. The total set of education entails everything happening in the school environment designed to develop the full learning potentialities of the child.

It can also be accentuated that curriculum management relates to everything that happens in a school, what is taught and what is learned, what is included in the school teaching and learning activities and everything that is concerned with the specific change in education practices, as was alluded to in Chapter 2.

The research aim of this study was to investigate the management of curriculum change provided by the basic school management and class teachers in the two basic schools in Mongu Township in Zambia. The research activity was made possible with specific reference to the aims of the study as indicated in chapter one paragraph 1.4.2. The research objectives were formulated as follows:

1. To investigate the role of managers in managing curriculum change.
2. To investigate how curriculum change is managed internationally.
3. To determine how curriculum change is managed in the Mongu Township of Zambia.
4. To determine what recommendations can be made regarding the management of curriculum change in Mongu Township.

Lindhoud (2001:21) agrees with Creswell (1994:11) who proposed that data analysis in a qualitative research starts from an explicit description of the settings or individuals involved in the research. In view of this notion the researcher presents the specific information and the background of the research participants and the condition of the school premises and office space.

5.2 CHARACTERISTICS OF THE RESEARCH PARTICIPANTS AND CONDITION OF SCHOOL PREMISES AND OFFICE SPACE

5.2.1 Characteristics of research participants

The research participants varied in accordance with their specific occupations and the responsibilities (job descriptions) or the positions held in the schools, qualifications, their ages, marital status, and gender as indicated in Table 5.1 below. The sampled participants who were interviewed in the two studied basic schools comprised the following: the head teachers, the deputy head teachers, the senior teachers and the class or subject teachers.

A total of 34 research participants were interviewed from the two basic schools which are referred to as Basic School A and Basic School B. Each basic school provided a total of 17 research participants (refer also to Table 4.1 in Chapter four). The participants can specifically be broken down as follows: two head teachers, two deputy head teachers, six senior teachers and twenty four subject or class teachers.

A total number of twelve research participants were involved in the focus group interviews which comprised only of class or subject teachers, while the rest of the participants were involved in semi-structured interviews. The characteristics of the research participants are provided in the Table 5.1 below (see also Table 4.1 in Chapter four).

Table 5.1 Characteristics of the research participants in Basic School A

Positions	Staff qualifications				Age – range	Sex	Marital Status
	Masters	Degree	Diploma	Primary Certificate			
Head Teacher		1			40-45	1 ml	m
Deputy Head Teacher		1			40-45	1 f	m
Senior Teachers			3		40-45	2 f & 1 ml	m
Class Teachers		1	6	5	35-40	11 f & 1 ml	m

Key: m-married; f-females; ml-males

Table 5.2 Characteristics of the research participants in Basic School B

Positions	Staff qualifications				Age – range	Sex	Marital Status
	Masters	Degree	Diploma	Primary Certificate			
Head Teacher		1			40-45	1 ml	m
Deputy Head Teacher		1			45-48	1 f	m
Senior Teachers		1	2		40-45	2 f & 1 ml	m
Class Teachers			5	7	35-40	11 f & 1 ml	m

Key: m-married; f-females; ml-males.

Table 5.3 Summary of characteristics of the research participants in Basic School A and B

Positions	Staff qualifications				Age – range	Sex	Marital Status
	Masters	Degree	Diploma	Primary Certificate			
Head Teachers		2			40-45	2 ml	m
Deputy Head Teachers		2			40-48	2 f	m
Senior Teachers		1	5		40-45	4 f, 2 ml	m
Class or Subject Teachers		1	11	12	35-40	22 f & 2 ml	m
<i>Total number of research participants for the study</i>						<i>34</i>	

In summary, there were 6 graduates with first degrees in primary school education who were involved in the interviews comprising two head teachers, two deputy head teachers, one senior teacher and one class teacher. In terms of staff qualifications, twelve research participants obtained primary school teacher certificates and 16 were diploma holders. In total, there were 34 research participants who were involved in the study.

5.2.2 Condition of school premises

The institutional observation instrument helped the researcher to gather and document many observable aspects in the basic schools (see Appendix 1). The researcher invited the head teacher of Basic School A to accompany him to go round the school premises. The researcher wanted to assess the conditions of the school environment as a whole to ascertain the extent to which cleanliness was maintained. Basic School A has a newly built wall fence. The school toilets were visited and it was discovered that they were unclean as discussed fully later on in the chapter. Pieces of dirty papers which were used in the toilets were found scattered all over the open ground and behind the toilets. The school has temporary grass built toilets or pit latrines for boys and girls. The toilets were dug out grass structures and most of them collapse during the rainy season. The sanitary conditions in the school were discovered not to be satisfactory (see paragraph 5.3.3.2a). Most of the classroom structures had broken window panes which made it difficult for learners to enjoy learning, particularly in the rainy and cold seasons. However, despite the fact that Basic School A was built in 1907, the nature and outlook of the classroom walls still looked strong as the classroom blocks were built using hard red bricks.

The head teacher of Basic School B accompanied the researcher to go round the school environment. The sanitary conditions here were not disappointing. The school has flush toilets for both boys and girls. The classroom walls still looked strong. The school was recently built in 1967 in comparison to Basic School A. However, the researcher observed that dirty pieces of papers were scattered all over and forms of litter were flying behind the classrooms as the tour continued. The observed picture indicated that the basic school was not clean.

5.2.3 Condition of offices

5.2.3.1 Offices of the head teachers

The researcher had an opportunity to enter into the head teacher's office of Basic School A. The office was well furnished to the comfort of visitors. The printers and computers were available in the head teacher's office for the production of school requisites and teaching materials which class teachers require. The head teacher's office had a secured cabinet where all the required official documents could be accessed. The box files which contained official documents were fitted in the shelf in the head teacher's office in order of their use and were well labelled according to the subject they contained. Consequently, each section of the head teacher's office had specific indications of official documents to access. Some class teachers' files and teaching documents were also available. Printed materials were pinned on the wall of the head teacher's office, which indicated the school administrative structure, the basic school committees and various official documents and pieces of information which the researcher accessed and required for the study and analyses.

The head teacher's office of Basic School B was equally pleasant to visit as it was well painted and carpeted. A big shelf was well constructed in the head teacher's office which contained all the official documents which could be accessed and retrieved by the head teacher. Some official documents, class teachers' open and confidential files and correspondence, communiqués, and many more were found to be kept properly in the secured spaces of the shelves. Some school committees and other information labels were found to have been nicely hand written in big letters and pinned on the notice board in the head teacher's office. The printed writings were easily readable from a distance. The official documents obtained permitted the researcher to record data for the study and analyses.

Appendix 2 shows how data which was required was accessed and obtained by the researcher for study and analysis from the basic school head teachers' office.

5.2.3.2 Offices of the deputy head teachers

The deputy head teachers' offices in both Basic School A and B had also much information to access. The deputy head teacher's office of Basic Schools A and B were equally pleasant

to visit being well furnished, painted and carpeted. The teaching documents of class teachers such as schemes of work, weekly forecasts, assessment records and lesson plans were kept, checked, signed in the deputy head teachers' offices to ensure compliance with the planning strategies. The walls were decorated with printed information which one would require, particularly in the deputy head teacher's office of Basic School A. The school master timetables were available in the deputy head teachers' offices.

The basic school text books were stored here and distributed to class teachers when requested for classroom use. A computer, a printer and other electrical equipment were found to be kept well in the deputy head teacher's office of Basic School B. The school administrative structure, which was made available to the researcher, was displayed on the wall in the office of the deputy head teacher. Appendix 3 shows how data was accessed by the researcher from the schools.

5.2.3.3 *Offices of the senior teachers*

There wasn't much information available in the senior teachers' offices in Basic School A and Basic School B. The senior teachers' offices had spaces which were used by class teachers for planning and to make other preparations for implementation of their lessons for the next day. Class teachers were found to meet in the senior teachers' offices for Teacher Group Meetings (TGMs). The senior teachers' offices were found not to be nicely furnished in comparison to the head teachers' and the deputy head teachers' offices of both Basic Schools A and B. The senior teachers' offices of both Basic School A and Basic School B had the school master timetables too, which were pinned on the notice boards for class teachers to access. The registration of school children takes place in the senior teachers' offices. The senior teachers of both Basic School A and Basic School B were responsible for storing the admission registers in which all learners for the basic school were registered.

The basic school administrative structures were also displayed on the walls in the senior teachers' offices of both Basic School A and Basic School B. Appendix 4 shows how data was observed and obtained from the senior teachers' offices of both Basic School A and Basic School B.

5.3 PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF THE RESEARCH FINDINGS

This paragraph 5.3 focuses on the presentation, analyses, interpretation and discussions of the results. The data obtained from a series of conducted school observations, interviews and relevant documents were analysed. Data presentation focuses on how effectively or ineffectively the curriculum change and education policies were managed and interpreted. An attempt has also been made to highlight the various challenges which were faced by the basic school managers and teachers in the implementation and management of curriculum change.

The topics are sequentially presented in order of discussion in the text as follows:

- 5.3.1 Factors impacting on the effective management of curriculum change
 - 5.3.1.1 Effective communication in managing curriculum change
 - 5.3.1.2 The institutional strategic and work plans
 - 5.3.1.3 Continuing Professional Development (CPD)
 - 5.3.1.4 Implementation of the planned teaching schedules
 - 5.3.1.5 Effects of motivation in managing curriculum change
- 5.3.2 The management roles in managing curriculum change
 - 5.3.2.1 Management roles of the basic school head teachers
 - 5.3.2.2 Management roles of basic school deputy head teachers
 - 5.3.2.3 Management roles of basic school senior teachers
 - 5.3.2.4 Management roles of basic school class teachers
 - 5.3.2.5 Management accountability for curriculum change
- 5.3.3 Negative factors impacting on the management of curriculum change
 - 5.3.3.1 Challenges encountered in managing curriculum change
 - a. Arbitrary execution of the internationally sponsored education programmes
 - b. Inadequate work coverage in practical subjects
 - c. Inadequate basic school teacher qualification
 - d. Ineffective teaching of mathematics and science subjects
 - e. The imperfect implementation of basic school subject integration
 - f. Inadequate provision of basic school learning requisites
 - g. Unsatisfactory basic school supervision, observation and evaluation

- h. Misconceptions of the mission statement and vision

5.3.3.2 Classroom challenges in managing curriculum change

- a. Unhygienic school and classroom environment
- b. Inconsistent and incompatible teaching formats
- c. Inadequate work coverage of the basic school syllabi
- d. Misunderstandings of outcomes and objectives
- e. Inadequate preparation of lesson plans
- f. The application of quality teaching and learning aids
- g. Unsatisfactory use of the local language for instruction
- h. The impact of the basic school inclusive education policy
- i. Execution of the basic school homework and home visitation policy

Data obtained from the interview schedules will be integrated into the presentation. The exact words obtained from the participants are used in the quotations as the researcher did not change or alter or correct the language use of the interviewees as recorded and transcribed verbatim. The research findings are now presented below following the order given above.

5.3.1 Factors impacting on the effective management of curriculum change

A number of factors impacting on the effective management of curriculum change are discussed in this section as the management of curriculum change depends on these factors, which include the following: effective communication in managing curriculum change, the availability and usability of the education policy documents, the execution of the institutional strategic and work plans, the implementation of Continuing Professional Development, proper implementation of the planned teaching schedules, and the role of motivation in managing curriculum change.

5.3.1.1 Effective communication in managing curriculum change

Despite the fact that there were lots of noted challenges in managing curriculum change, the school managers and teachers were found to manage curriculum change effectively in some ways as presented below. The series of class teacher interviews conducted in the basic schools

revealed that effective communication in managing curriculum change provided by the management played a major role in achieving some success. A deputy head teacher of School A indicated how he communicated important management information to the members of staff in the school:

What we usually do like on Mondays we have briefings. So if there is important information we need to disseminate to the teachers, we share it with them every Monday. And if it comes during the week we call for the briefing and teachers are called.

A deputy head teacher of School B claimed that: *“We send memos and do have staff meetings and sometimes we do have, anyway when need arises we call them and meet.”* A senior teacher of School B said very briefly the following regarding communication of important information: *“Through memo or if it is urgent we meet.”*

A senior teacher interviewee of School A had the following to articulate regarding communication of important information:

What we do is, in fact, I use my phone if there is any an issue which is pertaining or which has a matter of urgency, I do communicate using my phone or writing a memo, or I would call a teacher but when you are free please would you come to my office we chat a bit

The researcher discovered that effective communication skills in managing curriculum change enabled the school managers to accomplish their set objectives. The internal or institutional communication systems by means of delivering memos, the person-to-person information delivery, displaying notices on the school notice boards and the use of mobile communications (cell phones) improved the way school affairs were co-ordinated and executed. It was discovered by the researcher during the series of semi-structured interviews and institutional and classroom observations conducted that effective communication skills improved the way curriculum change and change processes were managed.

The following semi-structured interview question was posed to the head teacher of School A: *“How do you communicate important management information to the members of staff in your school?”* The head teacher responded:

We communicate important messages through ... we write memos that would go round. The office orderly would help to carry memos and would go round, they read and sign but another one is through, like at school, we also use SMS (text messages). We have got the phone numbers of our members of staff so if there is an emergent information that we want to send to our members of staff we just text them and at once they would all receive and respond quickly.

The use of administrative memos for communication in the school was found to be viable. The head teacher of School A prepared a memo which was circulated to the members of staff on the 1st of December 2016. All members of staff were expected to attend the closing staff meeting for the term on the 2nd of December 2016. The memo was written as follows:

To: all members of staff

Subject: end of term staff meeting

Date: 1st of December 2016

The above captioned subject refers.

You are informed that there is a staff meeting tomorrow, the 2nd of December 2016 in the staff room. Kindly be present as we will discuss important administrative and academic issues encountered during the course of the term. Kindly acknowledge by signing.

By management.

The head teacher of Basic School B responded to the interview question on communication as follows:

For our school we have what we call a circulating file. In this file whenever we have an emergence information which we need to circulate to our members of staff, we write a memo and we put the file is urgently sent to all the members of staff where they read and sign against their names after the memo and it has proved to be very effective.

The senior teacher interviewee of Basic School A had this to articulate on the role of effective communication in managing curriculum change:

We do by having briefings. Every Monday we have briefings and if there is an issue we also have to meet them.

Communication is believed to be a very powerful tool used in planning and organising management activities which require to be accomplished in managing curriculum change. Communication has indeed improved the way curriculum change is managed in Basic School B. The researcher discovered during the school observations (see Appendices 1, 2, 3, 4 and 5) conducted that a series of meetings which were held by the school management impacted positively on the management of curriculum change in Basic School B. The researcher observed that the working culture of the class teachers changed in the way they handled issues of curriculum change. This achievement was noted as a result of the prevailing sufficient meetings held. The time of reporting for duty, the preparation for the teaching early in the morning and the warm interaction observed amongst teachers improved the way curriculum change and change processes were managed in the basic school.

The effect of holding meetings was evident in the way class teachers participated in the delivery of lessons aimed at achieving quality education and high performances amongst learners. The performance of both class teachers and children were recorded in '*My Monitoring Tool*', which is a monitoring instrument used by the head teachers and deputy head teachers to monitor how class teachers perform in the management of curriculum change. The book is regularly used by head teachers and deputy heads to track the performance and achievements of class teachers in managing curriculum change. The book is kept and available in the head teacher's office and sometimes in the deputy head teacher's office and can be accessed from them when carrying out observation in the school.

Convening staff meetings to discuss pressing professional, management and academic issues paved the way for the effective management of curriculum change. The minutes of the staff meetings were available in the basic school head teachers' offices. It was discovered through the interviews held in both basic schools that the *vertical communication* (meaning: from managers to class teachers), the *diagonal communication* (meaning: from department to department or interdepartmental) and the *horizontal communication* (meaning: within the same department or intradepartmental) were applied functionally and purposefully in the schools. These types of communication skills were discovered to have been applied in both basic schools after a thorough consultation with the basic school head teachers and the senior teachers.

The researcher discovered that basic curriculum issues in managing curriculum change were covered in the management meetings which were held to discuss important management issues as recorded in the minute book. It was also found that curriculum concerns that were covered in the meetings were also conveyed through other means of communication used by the school management. The researcher presented issues relating to effective communication skills in Chapter two (see paragraphs 2.5.1.2 and section 2.5.1.3) where it was highlighted that executing good or effective management skills in the basic schools hinges on effective communication skills which the basic school head teachers are required to have.

5.3.1.2 The institutional strategic and work plans

The institutional strategic plan is a document which the school management designs for guidance in the execution of school affairs. It also contains designed plans and information on the execution of curriculum change. Both Basic Schools A and B had designed strategic plan documents in accordance with what the school intended to implement. The researcher explored the execution of institutional strategic plans by analysing the strategic plan documents. The analysis and scrutiny of the strategic plan obtained from the head teachers' offices provided the researcher with an insight into what the school intended to achieve. Furthermore, analyses were done to ascertain the extent to which planning to manage and supervise curriculum change was accomplished. This was aligned with the discussion in chapter two which focused on how the school head teachers could effectively maximise strategic planning. Also discussed in Chapter 2 were the institutional management schedules to realise good results in the management of curriculum change (see paragraphs 2.5.1.4, 2.5.1.5).

The Ministry of General Education Headquarters prepares and produces a national strategic plan which all Provincial Education Officers are expected to access. Thereafter, the Provincial Education Officers meet their Senior Education Standards Officers (SESOs) to adopt and draw up their provincial strategic plan. The content of these provincial strategic plans must never deviate from the national strategic plan. However, the local conditions at each level are considered for inclusion in the plans. The District Education Board Secretaries (DEBS) meet their Education Standards Officers (ESOs) to design the district strategic plan for the district. It is the task of DEBS to meet his/her head teachers to design the district strategic plan. The basic school head teachers, in turn, design the institutional strategic plan for implementation in

their basic schools bearing in mind the content derived from the district strategic plan which is derived from the provincial strategic plan document.

Kalabo District Education Board in the Western Province of Zambia met all the basic school head teachers on the 9th of January 2017. The focus of the meeting was to discuss issues why grade 9 learners failed miserably in the 2016 final examination. Western Province has 16 District Education Boards. Kalabo District was the last in terms of performance in the national assessment. The Provincial Education Officer organised a similar meeting which took place in Kalabo District for all secondary school head teachers from 23rd to 25th January 2017. The meeting was graced by the Provincial Minister for Western Province. Concerns of poor performance were raised and discussed in the meeting here. The focus and central theme of the meeting was: *'administration, management, supervision, monitoring, leadership, human resource and finances'* executed in schools.

Zambia has 10 provinces and it was discovered that Western Province was the last in terms of the grade 12 final examination performance in accordance with the Examination Councils of Zambia (ECZ) grade 12 national examination assessment for the year 2016. The researcher was accorded an opportunity to attend both meetings. Questions were raised as to why the province was the worst performer in the 2016 grade 12 final examinations. Strategies were arrived at to improve performance in 2017. In both meetings the responses from the participants revealed that the problem surrounded inadequate management skills and leadership. It was stressed that all education stakeholders in the province required massive improvement in their execution of curriculum change and change processes.

There are lots of issues covered in the institutional strategic plans, such as the execution of leadership and management, supervision, monitoring, observations, staff meetings, teaching and learning, out-door and in-house activities, school rehabilitation programmes and many more. The strategic plans were discovered to have been successfully prepared and documented by the school management of the Basic Schools A and B to guide them and their members of staff on how to execute the planned activities. The planned school activities were supposed to ensure the effective implementation of curriculum change and change processes.

Adequate strategic planning, decision-making and the implementation of the institutional strategic plans were recorded in both basic schools focusing much on managing curriculum

change. Educational programmes such as the School Programme of In-Service for the Term (SPRINT), Head Teachers-In-Service Meetings (HIM), Inclusive School Programmes (INSPRO), and In-Service-School Training (INSET) were strategically planned for execution and aimed at improving the management of curriculum change. The basic school strategic plan box file contained the information about the execution of the educational programmes and issues of managing curriculum change and change processes.

Strategic planning is a core activity concerning what is to be achieved in the entire education system. Strategic plans are not a recent phenomenon in education. They have been in existence in education for a long time and have always been used by education managers for execution. They are, however, changed and improved every year following the nature of the education programmes to be implemented. Strategic planning provides guidance on what is to be accomplished. The management of curriculum change will not be a success if strategic plans are not tabled for execution. The execution of the strategic plans, following the management meetings which were held, proved to be an important factor in improving the management of curriculum change in the two schools.

5.3.1.3 Continuing Professional Development (CPD)

The basic school leadership requires basic management skills to enable them to function effectively. A basic school head teacher cannot perform well if he/she has no sufficient management skills in the management of curriculum change. Britain was concerned with its head teachers and demanded them to acquire the basic management skills to manage school affairs effectively (see Chapter 3 paragraph 3.2.2). Studies conducted in Western Uganda, for example, indicated that qualified school management produced good results in the management of the school programmes (see Chapter 3 paragraph 3.5).

The Curriculum Framework Guide of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:25) contains guidance on how to conduct CPD activities in schools which are aimed at improving the management of curriculum change. The carrying out of continuing professional capacity building or development (CPD) is mandatory for the basic school management and the teachers. However, there were many challenges faced by the basic school management in the implementation of CPD. Continuing professional

development (CPD) coupled with professional meetings assisted head teachers in the achievement of the scheduled school activities and institutional programmes for performance enhancement. The researcher discovered that both basic schools conducted CPD activities to enhance teacher competencies and professionalism. The written documented reports on the conducted CPD activities were found in the head teachers' offices in Basic Schools A and B. The CPD reports which the researcher investigated were documented in the School-In-Service Reports (SIR) and the school diary of September 2016. The reports revealed that CPD activities improved their working culture in the school. Substantial achievements in teaching and learning were recorded following the implementation of CPD. High learner performance and achievement levels in the management of classroom activities by the class teachers were recorded in the training reports. Furthermore, through CPD activities, such as the Head Teachers-In-Service Meetings (HIM), the school management of Basic Schools A and B were kept abreast with trends in school management issues. However, the researcher will endeavour to report on both the successes and failures in the execution of CPD in the basic schools.

Short-term school training sessions in which the school staffs took part were conducted to build the capacities of the school management and members of staff. The executed educational programmes attended by the two basic schools included the following: the School Programme of In-Service for the Term (SPRINT), Subject Meetings at the Resource Centre (SMARC), Lesson Study, Head Teachers-In-Service Meetings (HIM), Inclusive School Programmes (INSPRO), Teacher Group Meetings (TGMs), Grade Teacher Meetings at the Resource Centre (GRACE), In-Service School Training (INSET), School In-Service and Monitoring (SIMON), Strengthening of Mathematics and Science in Education (SMASE), and Strengthening of Mathematics, Science and Technology Education (SMASTE). The School-In-Service Reports (SIR) in the basic schools provided proof and documentations of the programmes and activities upon which reflections for improvements were made. The focus of executing the educational programmes was inter alia to improve the school management in managing curriculum change and sound interpretation of educational policies.

The Curriculum Framework Policy Guideline of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:25) indicates that Teacher Group Meetings (TGMs) must be held every two weeks or fortnightly in the basic schools. The planning to teach and evaluate work done, the preparations of the teaching documents such as the schemes of work, weekly forecasts, and records of work are discussed in TGMs. The assessment

schedules and lesson plans are also discussed in TGMs in order to find lasting solutions and a way forward for improvements. The Lesson Study is an ongoing programme and has no specific time limit of execution. The Head Teachers-In-Service Meetings (HIM) is conducted once per term, either at the beginning or at the end of the term to share experiences, successes and failures or faced challenges in the manner curriculum change is executed in the schools. This information which the researcher accessed is contained in the School-In-Service Reports (SIR), which indicates how curriculum change and change processes are substantially supported by CPD activities in the basic schools.

The school management of Basic School B conducted CPD activities when the need arose. Both the district and provincial resource centres where CPD activities are conducted are within the school bounds of Basic School A. Regular training sessions were held in Basic School A as demanded by the management situations. The School In-Service Co-ordinator (SIC) as the provider of the in-house training programmes in both basic schools, functions under the supervision of the Zone In-Service Co-ordinator (ZIC) who is in charge of several basic schools in the zone. These trainers are all charged with the responsibility of planning CPD activities for the basic schools and the zone. The School Programme of In-Service for the Term (SPRINT), the Inclusive School Programmes (INSPRO) and the In-Service School Training (INSET) were education programmes which were designed to be attended by the members of staff. The bottom line was to equip all the members of staff with the management skills to be able to manage curriculum change and change processes in their schools.

Negatively, the research findings indicate that the set educational goals in Basic School B were not satisfactorily achieved as planned, because the education programmes were not adequately executed by the school management. The needed capacity building programmes were not put in place in Basic School B. Concerns were raised about maintaining acquisition to quality delivery of education and lifelong skills training and continuing capacity building for the full provision and delivery of quality education. It was discovered that the School In-service Co-ordinators (SICs) in both basic schools did not fully establish the required and expected in-house capacity building programmes for training as it was planned and expected.

The deputy head teacher of Basic School A mentioned something noteworthy regarding the implementation of continuing professional capacity building in the school:

Once in a while like I was saying we have meetings and workshops. In these workshops that is where such things take place. We have the SIC, the School In-service Co-ordinators. She is the one who runs such programmes. She is doing the best but I wish other people could be fused in to help especially that it is a big school, so that maybe we can one in the lower section, middle section and the secondary school.

Continuing Professional Development as discussed above, is one of the basic school requirements to be put in place to enhance teacher competencies and skills development. Therefore, CPD was done through conducting a series of in-house school training sessions in Basic Schools A and B. The function of CPD is aimed at building teachers' competencies and professional skills for executing and improving the implementation of education programmes through the School Programme of In-Service for the Term (SPRINT), In-Service School Training (INSET) and Inclusive Schooling Programme (INSPRO). However, little was done to effectively implement and accomplish these goals in both schools as expected and required by the Ministry of General Education in Zambia.

The researcher discovered that the school managers from their side were discontented with the way some of the education programmes, like the lesson study, were implemented by the central government. The information provided by the School In-service Co-ordinator (SIC) revealed that the school management in Basic School B did not perform to the expectation, for example, because they did not fully support the programme. Furthermore, it was found that there were numerous education programmes in the schools which were implemented simultaneously. The school leadership, therefore, complained that before one programme was accomplished, in accordance with the stipulated time frame, the next education programme was already in place for execution arising from the pressure exerted by the government and the concerned donors or co-operating partners.

The ambitious implementation of some education programmes like Lesson Study within the same period as others was discovered to have far reaching management implications. This information was contained in the School-In-Service Reports (SIR) and in the Head Teachers-In-Service Meetings (HIM) records book in Basic School B. Despite the fact that the roles of the SIC and ZIC in conducting the CPD activities were not satisfactory executed, the achievements recorded in the execution of CPD indicated substantial improvement in the way teachers manage their teaching and learning activities in classrooms. Class teachers gained some management skills in teaching as a result of attending the conducted CPD activities.

However, there are still a lot of management issues which teachers will be required to learn in managing curriculum change and change processes.

The researcher discovered that before the real impacts, effects or results of the earlier on implemented programmes could be documented to assess the extent to which the programmes were successfully achieved and accomplished, the other programmes were put into effect as discussed above. Thus, the extent to which the educational programmes were executed was worrisome, because there was an overload of programmes which were required to be implemented within the same time. Additionally, the basic school head teachers of the two studied schools reported, as recorded and evidenced in the Head Teachers-In-Service Meetings (HIM) and the School-In-Service Reports (SIR), that they were faced with an unprecedented management predicament because of irregular implementation of the education programmes. However, the basic school head teachers were still obliged to implement the educational programmes and interpret the education policies adequately and additionally implement the curriculum change and change processes proficiently.

The educational programmes discussed above, such as Lesson Study, were recorded by the head teachers not to have been fully implemented within the stipulated time frame. Furthermore, these programmes were executed randomly and haphazardly. Consequently, these educational programmes failed to produce good results in the basic schools. The researcher discovered that Lesson Study was not executed in both schools. This concern is documented in the Head Teachers-In-Service Meetings (HIM) and the School-In-Service Reports (SIR). These school documents provide evidence and documentations of the school planned programmes and activities upon which reflections for improvements are based. The field information was obtained when the researcher made a school survey in Basic School B and accessed the information on the 5th and 6th of September 2016 and on the 12th and 13th of September 2016 in Basic School A (see paragraph 5.3.3.1a). The field information obtained by the researcher was recorded in the field diary.

The researcher, furthermore, discovered that the School Health and Nutrition (SHN), the Inclusive School Programme (INSPRO), the School Programme for In-Service for the Term (SPRINT), the Health Promotion Schools Initiative Programme (HPSIP), the School Feeding Programme (SFP), the Personal Hygiene and Sanitation Education (PHASE), In-Service

School Training (INSET), Nutrition in Basic Schools (NEBS), Equity and Gender, and Guidance and Counselling all seemed to suffer the consequence of ill-funding for implementation from the government. Subsequently, the implementation rate of these education programmes was sluggish and worrisome. Consequently, it was noted that the outcome of the implementation of the mentioned educational programmes was not substantial. Managing curriculum change in such an environment was ineffective. There was no recorded evidence and documentation of successful achievement of these education programmes in the Head Teachers-In-Service Meetings (HIM), in the school diary and the School-In-Service Reports (SIR).

In terms of implementing the educational programmes as enumerated above, the head teacher of Basic School A indicated that their implementation was to be done in a certain way and had to be recorded in a specific way as well:

Those programmes are implemented together with the District Resource Centre Co-ordinator (DRCC), together with the Zonal Co-ordinator. The School In-Service Co-ordinator (SIC) at this school co-ordinated all the activities and teachers are grouped according to grades and will meet and every day they record in the SIR book.

Initially, the Primary Reading Programme (PRP) which was introduced as a teaching method in English language encompassed: New Breakthrough-To-Literacy (NBTL), Step In-To-English (SITE) and Read On Course (ROC). Due to the arbitrary execution of the education programmes, the Primary Reading Programme has so far been phased out and is no longer used in the basic schools as teaching methodologies in the changed curriculum. PRP compromised many teaching methodologies in English language. It has been replaced with the Primary Literacy Programme (PLP). The researcher saw no difference between PRP and PLP. ROC, SITE and NBTL were removed from PLP because it demanded huge funding which the government failed to manage well after the donors withdrew their financial support. The mathematics teaching methodology consisted of the Mathematics Rainbow Kit (MARK). Both PRP and MARK have been discarded despite the fact that it attracted huge donor funding which massively benefited the central government and the basic schools.

Interactive Radio Instruction (IRI) was a powerful teaching method but it collapsed completely because the central government had no funds to sponsor it on Zambia National Broadcasting

Co-operation (ZNSBC). The researcher discovered that some Education programmes which still seemed to have life were Open Days, Equity and Gender, Guidance and Counselling, HIV/AIDS, school clubs such as Anti-AIDS Club, Child rights club, cultural club and sport. The evidence of executing the programmes is found in the Head Teachers-In-Service Meetings (HIM), in the school diary and the School-In-Service Reports (SIR). The researcher discovered that there were lots of materials exhibits displayed by the learners which they made on the Open Days, such as HIV/AIDS placards, some drawings on child rights and many more. According to the available reports, records and minutes in the School-In-Service Reports (SIR) in both schools, the Annual General Meetings (AGMs) of the school and the PTA, the basic school managers were provided with opportunities to review and improve the planned educational programmes and the management activities which were either achieved or not accomplished as planned and expected. The interviewed head teacher of Basic School B indicated that: *“References were made to improve those planned programmes and activities which were not accomplished according to the action plans for school improvement.”*

The head teachers had the required information in their custody which the researcher accessed, namely, the head teachers’ management records, reports and minutes. The available records, reports and minutes which were documented regarding the meetings of Head Teachers-In-Service Meetings (HIM) provided evidence of what was achieved in the held meetings. Institutional strategies were also drawn up to address the failures. In a way, the management of curriculum change was substantially improved through the implementation of the programmes and CPD activities. This was evident also in the way class teachers handled their teaching activities in the classrooms as the researcher was involved in monitoring and observing those schools for a prolonged period of time

The Education Management Training programme (EMT) which was offered at Mongu College of Teacher Education, which all school managers were obliged to attend, was developed for the training and improvement of basic school management skills. Consequently, the various professional training courses attended by the basic school management and teachers provided the required school and classroom management skills for the school managers and the class teachers. However, the head teacher of Basic School B who completed the EMT programme had already retired at the time of the interview. The head teacher of Basic School A who also undergone the EMT programme had passed on. The current basic school head teachers indicated that they had only attended a great deal of academic courses at the expense of the

professional competencies. None of the interviewed basic school head teachers benefitted professionally from the EMT programmes. The research findings in both schools, therefore, did not provide substantial answers to the role EMT played in providing management skills to the basic school managers in managing curriculum change and change processes.

According to the Teaching Service Commission (TSC) of Zambia, the commission which is responsible for the promotion or demotion of education officers from one level of management position to the other, a teacher or any senior persons in the management circles cannot be promoted unless such a person goes through the Annual Performance Appraisal System (APAS). APAS is the process and system which allows a teacher to be assessed prior to recommendations for promotion. Through the analysis of the APAS reports produced at the schools it was discovered that both the school managers and teachers had been observed to put more effort into improving their management and teaching skills so that they scored favourably during the APAS. The system motivated the school managers and teachers to work harder, which in turn improved the way the curriculum change processes and the educational policies were implemented and interpreted respectively.

In summary, the correlation between CPD and the management of curriculum change is positive and inseparable. The school management system requires that the heads of the schools acquire the needed basic management skills to enable them to function well. There is no way a school head teacher will perform well if he/she does not have sufficient management skills. Class teachers also need CPD activities to sharpen their classroom teaching skills and to improve their classroom performances. The accomplishment and achievements of the planned school activities fall short of success if the school management lacks sufficient leadership skills. Managing curriculum change in the school will be a success if the implementers are well invested with management skills provided by CPD activities. The head teachers and class teachers at the classroom level were only to a certain extent adequately oriented to implement curriculum change. This could have played a role that the management of curriculum change and change processes was not sufficiently executed to accomplish the desired results as will be indicated further on.

5.3.1.4 Implementation of the planned teaching schedules

Paragraph 2.5.1.3 in Chapter two highlighted issues of planning to manage curriculum change at the institutional level. The paragraph provided clues on how the teaching and instructional work schedules would be implemented in the school. In some cases, unlike in others, adequate work coverage in the planned teaching schedules by the studied class teachers in the two basic schools helped the class teachers to accomplish their work. The researcher found, after a thorough observation (see Appendix 5), that some class teachers in both basic schools performed fairly well in the implementation of planned work schedules. Adequate implementation of planned work schedules provided some class teachers the opportunities for the effective implementation and management of curriculum change.

On the positive side, the syllabi, the schemes of work, the weekly forecasts, the records of work, the assessment schedules and the lesson plans were handled and implemented well by the studied class teachers despite the fact that the same teachers still faced a lot of challenges in handling the stated teaching documents. Record keeping and documentation, such as the syllabi, the schemes of work, the weekly forecasts, the records of work, assessment schedules and the lesson plans as highlighted above were evident in both basic schools under study. These achievements improved, to a certain degree, the way curriculum change and change processes were managed and documented. The analyses of teaching documents like the syllabi, the schemes of work, the weekly forecasts, the records of work and the lesson plans proved that there was some evidence of planning and implementing the teaching schedules. However, the availability of the teaching documents in the two basic schools did not warrant, in some cases, the effectiveness in managing curriculum change and change processes.

On the negative side, the researcher discovered that there were a lot of gaps and omissions in the prepared schemes of work by class teachers. In Basic School B, five class teachers were found to have serious omissions of important content in the schemes of work. The schemes of work lacked the indication of the essential information and parts of work to be covered. The blank spaces in the schemes of work were indicative of inadequate planning. In Basic School A, four class teachers were found to have left lots of blank spaces in their prepared schemes of work. The records of work for those class teachers taking grade 8 and 9 classes were not readily available at the time of observation. The inefficiencies in planning the work schedules were discovered by the researcher to be prevalent in both studied basic schools.

Information obtained from the class teachers' teaching files and teaching documents indicated that there was evidence of the execution of the assessment schedules to some degree. The assessment schedules in both schools which included the home visitation and homework policy were executed. Some assessment records indicating the assessment of learners classified as children with special education needs (CSEN) were available in the schools. Continuous learner assessment in the two basic schools was one of the requirements for implementing curriculum change. All children, regardless of their physical and mental status, must be accommodated in the delivery of quality education. Assessment is one of the class teacher's job descriptions which he/she is required to execute effectively (see Chapter 2 paragraph 2.5.1.5. Assessments assist to sustain learners' performances and achievements.

The planned assessment schedules for execution in the basic schools were mandatory to ascertain the extent to which learners acquired the learning achievements and performances. The basic learning requirement for CSEN is enshrined in the policy document: Educating Our Future of May 1996. The school is mandated to design the localised content from the curriculum for teaching which is relevant to CSEN. This type of education for CSEN is referred to as Special Needs Education (SEN). SEN was found to be well-executed in basic school A where a special unit for these children is placed. The research findings acquired through document analyses revealed that Basic School B had not followed the execution of CSEN as rigorously as Basic School A had. The reason was that Basic School B had no SEN unit and specialist class teacher to handle the issues of CSEN.

In summary, the implementation of the planned teaching schedules in both schools could never have been achieved if the planning stage was unsystematically done and muddled through. The planning of teaching schedules is mandatory and there is no excuse for failing to implement it in order to achieve good results. It was discovered that class teachers in both basic schools seemed to have neglected some parts of the syllabus in implementing the planned work. The good part of this planning was that the planned work was documented and recorded in the schemes of work, records of work, weekly forecasts and others.

5.3.1.5 Effects of motivation in managing curriculum change

The school managers have administrative and management roles to fulfil in managing curriculum change effectively. Motivation in managing curriculum change is one of the leadership roles of school managers (see paragraph 2.5.1.4 in Chapter 2). Attending to issues of school motivation requires head teachers who are good supervisors, planners, leaders and organisers to fulfil their management roles. Motivation is one of the key driving forces that can help to shape the work performance of teachers. Intrinsic and extrinsic motivation may prove to be a lasting boost to teacher commitment and dedication in their work. The basic school class teachers are educators who are at the same time change makers or change agents in the field of teaching and learning and the satisfactory implementation of curriculum change and change processes.

Motivation provides class teachers with the necessary impetus, zeal, determination, dedication and commitment to work harder and perform well in the management of curriculum change. If adequately motivated by the school management, class teachers can create a very appealing management, teaching and learning environment by way of applying suitable teaching strategies and techniques. Class teachers provide the teaching and learning opportunities which change the way learners learn (see paragraph 2.5.1.4 in Chapter 2).

The school management designed adequate school policies and guidelines on motivation which were focused on creating a good teaching and learning environment for teachers. However, certain management constraints, such as inadequate financial assurance, did not permit the school managers to effectively fulfil their management roles which, had an adverse effect on teachers' motivation. The recorded elements of motivation and support to teachers, such as awards by the school authorities, provided the opportunity for the class teachers to work harder than before. Motivation cannot be readily measured. However, it is manifest in the way the staff responds to issues which require attention. An observer can clearly detect from the responses provided by basic school class teachers whether the teachers are motivated or not.

Professional motivation from the school authorities was offered intrinsically and extrinsically. It was discovered that deserving teachers in Basic School B were given presents on a class teachers' day which falls on October 5 every year as indicated on the annual calendar. Class teachers in Basic School A held an end of term party. Praises and gifts were presented at the

function. Motivation, trust, confidence and support given to class teachers had far-reaching teaching and learning implications. Motivation leads to hard work, zeal, co-operation, and commitment and improves teaching and learning performances. October 5 of every year is a teachers' day. All teachers, the school managers, including all senior officers at all levels are expected to attend and celebrate teachers' activities on that day. The researcher, as an education officer, was privileged to attend and witness how the celebrations were done on the 5th October of 2016 and 2017. Presents, awards, gifts of various sorts were presented to deserving basic school teachers. The celebration was a source of inspiration and motivation to other basic school class teachers who witnessed the function.

5.3.2 The management roles in managing curriculum change

In the following sub-paragraph the researcher discusses management roles of the basic school head teachers, the deputy head teachers, the senior teachers and the class teachers who are charged with the management obligations in the basic schools. The management activities of the school head teachers were recorded in documents like the financial file, school profile, administration file, management file, minutes record file or book, infrastructure file, admission file, correspondences file, co-curricular file, strategic plan file which the researcher accessed in the basic schools.

However, according to the interviews carried out by the researcher, and the series of institutional and classroom observations made, it was discovered that the head teacher, deputy head teacher and the senior teachers and class teachers could not spell out and define their job descriptions. The researcher discovered that the management roles of the basic school management teams and the class teachers were not satisfactorily implemented. The management roles of the basic school management teams and class teachers are aligned to their job descriptions. If the management roles of the management teams and the class teachers, which were aligned to their job descriptions, were satisfactorily executed, the management of curriculum change would be adequately achieved. The failure by the basic school management teams and the class teachers to maintain their management roles made the researcher to formulate recommendations number 1, 2, 3, 5, 6, 8, 10 and number 12 in order to manage curriculum change and change processes better.

5.3.2.1 Management roles of the basic school head teachers

In this paragraph the researcher will discuss the management roles which apply to the head teachers. Paragraphs 2.5.1.4 and 2.5.1.5 in Chapter two contain a detailed discussion of the management roles in managing curriculum change. It was indicated in these paragraphs that the management roles of the head teachers were linked to their specific job descriptions.

Both head teachers of Basic School A and Basic School B were found to have held end of term meetings and the beginning of the term staff meetings in accordance with the strategic plan as part of their management duties. Administrative, academic and management challenges and successes were discussed during the general staff meetings and also in the professional or academic meetings. It was recorded in the minute books of the staff meetings in the basic schools that the solutions and resolutions to the challenging institutional issues were arrived at collegially. The solutions were arrived at during the management staff meetings and also in the academic and the professional meetings by the head teacher discussed below.

The head teacher of the Basic School B mentioned that:

We conduct staff meetings and staff briefings on Monday mornings and short briefings every Friday afternoons to review the week's achievements and challenges.

It was evident from interviews that the involvement of all members of staff as change agents in decision-making in Basic School A produced good results. Good results and achievements of the institutional strategic plans were produced in the schools as a result of support and co-operation rendered by the school teaching staff. The recorded information was discovered in the administrative, academic and professional minutes produced by the management, also in the observations (see Appendix 2) made by the researcher and the series of document analyses.

The researcher discovered, as the head teachers of Basic School A and Basic School B reported, that the school communities were supportive in the school project management processes as emanated from the document records and interviews conducted with the head teacher. The Parent Teacher Associations (PTAs) in both basic schools, were found to be remarkably supportive and of great use to the basic school management, especially with regard to the processes of maintaining the school infrastructure and in the rehabilitation and renovations of

rundown school infrastructure. Document analysis, (such as the administrative files and the record book as well as the school minutes), showed the PTA was also found to be helpful in the management and implementation of the school programmes, such as the School Health Nutrition (SHN) programme. The arrangement of the PTA committee at a basic school stipulates that the head of the school becomes the secretary and the chairperson will come from the community. The PTA works in liaison with the school management and has a say in the management of the school affairs. The PTA chairperson of Basic School A indicated in the school log book as follows:

Visited the school to attend a PTA meeting on this day Friday, the 2nd of September 2016 to discuss how the school plan the processes of maintaining the school infrastructure and the rehabilitation and renovations of rundown school structures. It was resolved among others that parents should take an active position in funding for running the school projects.

All these issues are actually enshrined and reflected in the school strategic plans to be implemented and achieved. In responding to the interview question: “*What contributory role does the Parent Teacher Association (PTA) play in your school?*” the head teacher of Basic School A articulated that:

The PTA, they help a lot because in terms of resources, we get most of the financial resources through PTA. Government is supporting us but I think most of the moneys we get from the parents and so all these teaching and learning aids, the chalk, the tables for teachers, the chairs for the pupils as well, we get from what the parents contribute through those payments. The parents would agree themselves how much they want to contribute to the school, so we follow that and that money is collected and so we use it for education purposes.

The head teacher of Basic School B articulated to the same interview question as follows:

The PTA are very instrumental in the school programmes, for instance we do not leave them behind in decision making. When we have the annual general meeting as management we make a plan, proposal we present first before the annual general meeting. We will call the PTA executive and share our vision of the following and make their contribution to add or subtract and once we have resolved the information is present to the parents during the annual general meeting. For our school the PTA is playing a very instrumental role in terms of home visitations. At times we have challenges of absenteeism in the school and so we invite the PTA executive members

and together we conduct home visitations and this has created a bond between the school management and the parents.

The PTA is part of the school community. Therefore, the involvement of the PTA in the management of the school affairs is simply to participate and contribute positively in the school affairs that impact on the management of curriculum change.

In both schools, having staff meetings and internal monitoring schedules as discussed above, improved the way teachers implemented their school schedules and classroom chores. The head teacher of Basic School B confidently remarked that:

Each term we have staff meetings like opening, closing, professional meetings like the school based workshops where we share a lot with the teachers. We also have PTA meetings where we invite the parents to share our vision and to share our challenges so to as to find a way forward in our programmes.

The basic school management also achieved in organising the available and accessible functional resources for school use according to the management or administrative and supervision roles. The researcher discovered that the school leadership made remarkable achievements in managing the available and accessible financial resources and human resources although funding from the central government was noted to be erratic. The financial file indicated what was budgeted and expended. Basic School A had massive support from the PTA as reported by the school head above. The basic school authority made good strides in using the allocated funds for the school projects and were successful in mobilising funds for implementing school programmes. Evidence of successful execution of the programme is found in the Head Teachers-In-Service Meetings (HIM), in the financial records, in the school diary and the School-In-Service Reports (SIR). However, the positive achievements were outweighed by the many challenges which the basic schools faced as discussed in section 5.3.3 and further on.

Reviewing and evaluation of the educational programmes in the two basic schools were done in both basic schools. An analysis of the implementation of curriculum change by the basic school head teachers was possible as the comments were documented in the recorded minutes of meetings. The staff meetings, the administrative and academic meetings were conducted and yielded satisfactory results as discussed in paragraph 5.3.1 above. Leading curriculum change

and co-ordinating the school programmes were the responsibilities of the school management. The evidence of executing the educational programmes is found in the Head Teachers-In-Service Meetings (HIM), in the school diary, the written and documented administrative and professional minutes and the School-In-Service Reports (SIR).

The basic school management as one of their management roles created good conditions and a conducive, favourable and encouraging working environment for managing curriculum change. Providing guidance to teachers on matters related to teaching and learning was achieved through management meetings and short-term courses offered at the schools, such as SPRINT and INSET. Negatively, the provision of the short-term courses was not offered with enough seriousness because the entrusted school co-ordinators who were in charge of the programmes were not committed and dedicated to manage them effectively (see paragraph 5.3.1.3 on Continuing Professional Development above). Evidence of executing the programme is found in the Head Teachers-In-Service Meetings (HIM), in the school diary, the written minutes and the School-In-Service Reports (SIR).

The head teacher of a basic school has many roles to play in planning and leading curriculum change for which he/she is held accountable. The management roles of the basic school head teacher in managing curriculum change are enshrined clearly in the Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013). These management roles of the basic school head teachers comprise: *planning, organising, guiding, co-ordinating, leading, delegating, directing, assessing, controlling, managing, administering, supervising, monitoring, observing, meetings*. Regarding the specific job descriptions, the basic school managers are charged in curriculum management with the management responsibilities of planning, supervision, inspection, monitoring, evaluation, report generation, data provision, policy implementation, and conducting meetings and many other roles and responsibilities. The head teacher's job descriptions, aside from the specific management roles, encompass the following: *academic performance, executing the professional and academic programme, administration, policy interpretation and management*.

The basic school managers interviewed in both basic schools gave the researcher the impression that they did not have some basic knowledge of their job descriptions. They responded to the interview question on the matter, but they did not specifically point out the

specifics of their specific job descriptions. In as far as the implementation of the job description is concerned, the head teacher of Basic School B indicated:

Implementation of the job description involves team work with the deputy head, senior teachers, teachers and pupils who are the major stakeholders in the implementation of our duties.

The Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013) contains the head teachers' job descriptions which are categorised into what is called the '*key result areas*' (meaning: classifications of the basic school managers' specific job descriptions) and the '*principle accountabilities*' (meaning: the descriptions of the job descriptions). Even most of the interviewed class teachers did not clearly articulate their job descriptions. The senior teachers also provided no evidence of knowing their job descriptions as discussed below. The researcher found that the inadequate knowledge of the management roles resulted in uncoordinated and haphazard direction in the implementation and management of curriculum change in the basic schools.

As discussed above, the head teachers are entrusted with various responsibilities comprising: *planning, supervision, inspection, observation and evaluation, report generation, data provision, implementation of policies, and conducting meetings* and many other roles and responsibilities. As indicated above some of the specific and defined job descriptions of head teachers mandated by the Ministry of Education (2008b:7) in Zambia which are enshrined in the Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013) include: *academic performance, programme implementation, administration, policy interpretation and management*. The head teacher in Basic School B appeared not to have had some basic knowledge of his management roles. The situation in Basic School A was also worrying on the whole, because the head could not enumerate any part of his job description. In fact, the head teachers interviewed did not attempt to state their management roles.

The research interviewees were asked to explicitly explain and describe how their job descriptions were executed in the management of curriculum change in their basic schools. The semi-structured interview question was formulated as follows: "*How do you effectively implement your job description in the management of curriculum change in your school?*"

The semi-structured interview question demanded the interviewees to respond to the ‘*how*’ question. If they were asked the ‘*what*’ question, they would be expected to state, enumerate, point out or name their specific job descriptions. The ‘*how*’ would require a description of the processes of implementing the job description in the school. All the interviewees displayed the picture of having insufficient basic knowledge of what their job descriptions entailed. Surprisingly enough, the head teachers managed to run the schools’ management affairs and issues based on their intuition and prior knowledge of what their predecessors performed. Little did they really realise that they were actually implementing their job descriptions unknowingly to a large extent in managing curriculum change. However, the required necessity was that the basic school head teachers were required and expected to comprehend and execute their job descriptions.

According to the entire research findings, the researcher discovered that the management roles of the basic school head teachers, which were closely aligned to their job descriptions, were not satisfactorily implemented in accordance with the laid down guidelines. The management roles of the basic school head teachers are aligned to their job descriptions. The basic school head teachers of the two studied basic schools could not readily articulate their management roles when they were observed and interviewed in the semi-structured interview. The failure by the basic school head teachers to maintain their management roles and tasks made the researcher to formulate certain recommendations in this study.

5.3.2.2 Management roles of the basic school deputy head teachers

The deputy head teachers were asked to enlighten the researcher on how curriculum change was managed in the school. The management roles of deputy head teachers are actually their job descriptions. The deputy head teacher’s job descriptions which are enshrined in the Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013) include the following: ‘*maintaining academic performance, executing the professional programmes, supervision, conducting professional and orientation meetings, records keeping and maintenance of physical infrastructure.*’ The researcher discovered that the implementation of the deputy head teacher’s job description in the Basic Schools A and B was unsatisfactory. Listening to their tone of voice and what they said during the processes of interviews, the researcher realised that the basic school deputy head teachers did not have a clue whatsoever about their management roles as indicated here,

because the management roles were never mentioned in their responses as proof of their knowledge about them.

In responding to the interview question which was related to the management roles: “*How do you implement your job description in managing curriculum change in your school?*” the basic school deputy head teacher of Basic School B had this to articulate:

As a deputy head I make sure that I supervise my teachers to ensure that all the teaching documents are in place as well as reporting for duty on time, assess the learners as per required standards as well as keeping the entire teaching document that kept by the teachers as well as the school management.

The same semi-structured interview question was directed to the deputy head of Basic School A. The basic school deputy head teacher attested that:

I see to it that work is going on well in the school concerning teaching and learning of the pupils. I also work as the vice to the head teacher when he is not around. I take over and when he is around he delegates and see to it that the school is running smoothly, especially the primary section since this one is a secondary and primary.

The School-In-Service Reports (SIR) in the basic schools which provide documents of the school planned programmes and activities upon which reflections for improvements are recorded, was discovered not to have contained evidence of the implementation of the deputy head teacher’s job description in School A and School B. The researcher discovered that the deputy head teachers did not participate in classroom teaching and yet teaching was one of their job descriptions in the teaching profession. This was evident because they also did not possess the required teaching documents in their possession. The deputy head teachers were only found to be tied to management issues of the basic school.

According to the entire research findings, the researcher discovered that the management roles of the basic school deputy head teachers, which were closely linked to their job descriptions, were not satisfactorily implemented. If the management roles of the deputy head teachers were satisfactorily executed, the management of curriculum change would be adequately achieved as their roles relate closely to aspects of implementing curriculum change. The failure by the

basic school deputy head teachers to maintain their management roles made the researcher to formulate recommendations in Chapter 6 on the management of curriculum change.

5.3.2.3 Management roles of the basic school senior teachers

The basic school senior teacher's management roles which are enshrined in the Curriculum Framework Guide of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013) include the following: *'teaching, supervision, professional and orientation meetings.'* The senior teacher's principle accountabilities encompassed the following: *'monitoring the planning of schemes of work, weekly forecasts and records of work, monitoring and evaluating the use of teaching and learning materials, supervision, and conducting professional and orientation meetings and teaching.'*

The management roles of senior teachers are actually closely related to the management roles of class teachers and are also closely linked to planning curriculum change as discussed in detail in paragraph 2.7.1.4 in Chapter two. The researcher was conscious to listen to their tone of voices during the interview processes. The researcher realised, just like the case was with the deputy head teachers, that the senior teachers did not have a clue of their job descriptions. The management roles were never clearly mentioned by the basic school senior teachers in their responses during the semi-structured interviews to substantiate proof of their knowledge regarding their positions.

In responding to the semi-structured interview question about her management roles which were closely similar to her job description, the basic school senior teacher of Basic School A indicated the following:

I do planning, management and monitoring. I monitor in classrooms. Some they perform better just there. I do talk to them on how to improve. Some plan as expected, some they need to be helped.

In responding to the interview question the senior teacher of Basic School B also indicated:

As a senior teacher I am put to be in charge of the lower level of management. I use tools like monitoring of the teachers, how they plan and also guiding them about the new curriculum so that they so that they

implement it as according as it demands. I monitor teachers who are under me.

Although their above statements relate to curriculum implementation and are better than those of the head teachers and deputy head teachers, it was clear that the senior teachers of Basic School A and Basic School B did not understand their prescribed roles well. If the management roles of the senior teachers, which were aligned to their job descriptions, were satisfactorily executed, the management of curriculum change would be adequately achieved. The failure by the basic school senior teachers to maintain their management roles made the researcher to formulate recommendations in Chapter 6 on managing curriculum change.

5.3.2.4 Management roles of the basic school class teachers

The Curriculum Framework Guide of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013) contains the management roles of class teachers. The class teachers are charged with the following responsibilities in their job description:

- planning, (ensuring that the syllabi were planned and organized for teaching and learning, that schemes of work, weekly forecasts, records of work and lesson plans were prepared effectively for classroom teaching and learning),
- teaching (ensuring that content delivery in a classroom was done effectively),
- classroom management (ensuring that the classroom teaching and learning environment was positive for learners, the teaching resources were put in place and used effectively) and lastly
- assessment (ensuring that continuous testing was implemented in class to assess the learning achievements of learners).

A teacher interviewee of Basic School B articulated well in responding to the interview question: *“How do you implement your job description in your classroom?”* by remarking: *“By managing my class, planning and follow my individual work plan.”*

As far as the execution of the teachers’ job description was concerned, the conditions in Basic Schools A and B were fairly satisfactory as evidenced in the availability of the teaching documents such as the schemes of work, weekly forecasts and records of work, assessment

files and lesson plans. The management roles of class teachers encompass areas of planning to manage curriculum change at the class teacher level as were discussed in section 2.5.1.5 in Chapter 2.

The researcher wanted to find out in the focus group interviews how the job descriptions for class teachers were executed in the classroom by posing an interview question as follows:

There are four cardinal job descriptions for a teacher. One, planning, two, teaching, three, assessment and four, class management. I still remember those clearly. Now how do you implement those as a job description?

The research participants who took part in the focus group interviews were given numbers instead of names to adhere to ethical considerations of privacy, confidentiality and anonymity.

A class teacher respondent 3 in Basic School A mentioned that:

We have, first start with class management. This is a very very important, eh, aspect of teaching where, for everything to flow, like everything that you planned to flow, you have to manage your time and also you have to manage the pupils. It starts with the teacher. You have to manage your time as my colleague said that you have to report early for work so that everything that you do in the morning like for Kanyonyo, eh, we are usually given 15 minutes to do the preparation of the classroom and outside to make sure that the environment is clean. So you have to arrive before that. We report at 6:45. You have to arrive before that so that when all the learners come they will find you are ready to supervise. After you do the roll call and then you get started. Yes. It has to start from the beginning, early in the morning so that when you start your lessons it will be easy to flow them and you move like that. And also we have time tables that we follow. So you find that when you prepare your lessons, you just prepare enough to follow the time table that has been prepared for that day. Yes, and make you follow time. Like the way the pervious, eh colleague said, she said that we give homeworks. You find that when you are teaching, eh, the pupils do not capture the concepts that you want to, to put forward. So you, the work that is going to remain will be given to them sometimes you give to them as homework so that they go and finish up the work at home and to create time for other subjects. Yes. That is how we manage our time.

The researcher wanted to probe further to find out how class teachers implement their job description by posing a further interview question: “*I can give you one of your job descriptions as a teacher, planning. What others do you do to implement your job description?*” A class teacher participant 2 of Basic School B articulated that:

Apart from planning, we also do class management. Apart from that we also do the monitoring of the work by the pupils. By monitoring we mean if a child has been given a project to do the teacher has to be there to monitor the work. If there is a home work that has been given, the home work policy that we contact it has also to be checked to see if the parents had signed on to the same paper or the same work that the child has done, it is one of the thing. And also making sure that the captains in their classes they also help out when a teacher is busy with other things the pupils have to acknowledge the power invested in their fellow pupil as a class captain to monitor them when a teacher is also busy with other things.

Although some basic knowledge on their job descriptions emanated from the above answers, according to the entire research results, the researcher discovered that the management roles of the basic school class teachers, which were closely aligned to their job descriptions, were not satisfactorily implemented. If the management roles of the class teachers, which were actually found to be closely aligned to their job descriptions, were satisfactorily executed, the management of curriculum change would be adequately achieved. Consequently, the failure by the basic school class teachers to maintain their management roles made the researcher to formulate certain recommendations in Chapter 6. In summary, the management roles of the management teams and class teachers, which were closely linked to their job descriptions, were not adequately executed in managing curriculum change. It points to the fact that both the management teams and class teachers had to make extensive concerted efforts to manage curriculum change satisfactorily.

5.3.2.5 Management accountability for results

The management roles of the school leadership in both basic schools encompass areas of implementing education programmes and interpreting policy issues. The school leadership is held accountable collectively for the analysis of school examination results to ascertain the extent to which curriculum change is managed effectively. Also to assess whether the expected change processes in the basic schools were satisfactorily accomplished (see results in Tables 5.4 and 5.6 below). It was the responsibility of the school management to select suitable teaching resources (books) for the school. Adequate teaching and learning materials are indispensable for the smooth execution of school programmes and, specifically, for the implementation of curriculum change. The school management selected teaching and learning materials which they felt could improve the teaching process. These issues will be focused on further in the chapter, but selected results will be discussed here.

The following tables contain the national examination results and analyses obtained from the school National Examination Results Analysis Committee for grade 9 in Basic School A and grade 7 in Basic School B.

Table 5.4: National examination results analysis for grade 9 internal candidates in Basic School A

Year	No. on roll			No. sat			No. absent			No. passed			No. failed			Pass rate %		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	AV
2011	54	52	106	52	49	101	02	03	05	41	40	81	11	09	20	79	82	80
2012	56	67	123	48	60	108	08	07	15	23	36	59	25	24	49	48	50	55
2013	70	55	125	60	46	106	10	09	19	46	33	79	24	22	46	66	60	63
2014	64	61	125	54	53	107	10	08	18	31	29	60	23	24	47	48	48	48
2015	40	36	76	38	34	72	02	02	04	11	14	25	29	22	51	26	39	33
2016	45	38	83	43	36	79	02	02	04	21	17	38	22	19	41	48	47	48
2017	53	45	108	50	42	92	03	03	06	47	36	83	03	06	09	94	85	89.5

Key: B: Boys, G: Girls, T: Total, AV: Average.

The national examination results analysis for grade 9 internal candidates in basic school A for the past five years revealed that performance was not as unsatisfactory as the case was in Basic School B. Basic School A did not register external candidates to sit for the final examinations. The worst year in terms of performance for Basic School A was 2015. The school did not only have a low enrolment figure in 2015, but also recorded unsatisfactory performance for grade 9. The pass rate percentage for Basic School A was below the average mark of 40%. The pass percentage of boys (26%) and girls (39%) with the average of 33% was extremely low. The above examination data show how managing curriculum change was either successfully or unsuccessfully done in the basic schools. In the case of Basic School A, it was definitely not successful in 2014, 2015, and 2016, but better in the others years recorded in Table 5.4.

Table 5.5: National examination results analysis for grade 7 in Basic School B

Year	No. on roll			No. sat			No. absent			No. passed			No. failed			Pass rate %		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
2012	82	52	134	78	46	124	04	06	10	78	46	124	00	00	00	100	100	100
2013	69	89	158	66	79	145	03	10	13	66	79	145	00	00	00	100	100	100
2014	63	74	137	57	70	127	06	04	10	57	70	127	00	00	00	100	100	100
2015	62	70	132	60	65	125	02	05	07	60	65	125	00	00	00	100	100	100
2016	68	50	118	65	48	113	03	02	05	64	45	109	00	00	00	100	100	100
2017	58	45	113	56	40	96	02	05	07	56	40	96	00	00	00	100	100	100

Key: B: Boys, G: Girls, T: Total, AV: Average.

The scenario at the Grade 7 level in Table 5.7 is absurd. Grade 7 learners are allowed to sit for the national final examination from the examinations council of Zambia. Surprisingly, no one failed the exams. The policy of the Ministry of Education indicates that all learners at Grade 7 level progress to Grade 8. It was unrealistic, therefore, for the government to spend financial and material resources to prepare the national examination when the children could not fail. It explains why, according to the above table, all passed and the pass rate was 100%.

This phenomenon is also prevalent in Basic School A and elsewhere in the district and province. The problem was that there was no available space and places at Grade 8 level. Direct access to Grade 8 education by all grade 7 learners compromised the quality of education delivery. The available but limited places have created overcrowding and over enrolment at Grade 8 level in the township basic schools. Not every child who proceeded to Grade 8 succeeded at Grade 9 level. Mostly, the number of girls dropped every year, more than the number of boys. The drop-out and push-out figures are very high for the girls due to instances of poor performance, traditional influences of early marriages and cases of pregnancies.

The re-entry policy for girls seems not to be respected by the traditional beliefs. A large number of Grade 9 learners who sat for the final examination did not have places in Grade 10. Consequently, a considerable number of the learners who were unsuccessful in the examinations finally fell into the push-over or push-out category. The management roles of the school leadership in both basic schools encompassed areas of implementing education programmes and interpreting policy issues which were inadequately executed in response to the management accountability for results.

The next section focuses on the negative factors affecting the management of curriculum change.

5.3.3 Negative factors impacting on the management of curriculum change

The following sub-paragraphs contain a presentation and discussion on the many negative factors which affected the management of curriculum change in the schools, whereby a broader perspective is provided on how curriculum change was managed.

5.3.3.1 Challenges encountered in managing curriculum change

Firstly the negative factors and general challenges that influenced the effective management of curriculum change provided by the basic school management and class teachers will be highlighted.

a. Arbitrary execution of the internationally sponsored education programmes

Many international donor communities and co-operating partners supported the government of Zambia financially in the management of curriculum change. Funds were provided by co-operating partners to the government of Zambia under what was called '*basket funding*', meaning that the donor would offer substantial amounts of money for school projects. The government of the Republic of Zambia was also expected to co-provide funds for the same planned projects/activities. The problem was that the government of the Republic of Zambia would not in some instances continue to sustain the funded projects after the donors pulled out as already indicated in paragraph 5.3.1.3. (Ministry of Education 2000b:21). It resulted in the dysfunction of the capital projects initiated and funded by the donors. This factor led to failing to successfully achieve the aims of the sponsored education programmes in the basic schools. Consequently, the implementation and management of the education programmes collapsed after the donors' timeframe ended. This affected, to some extent, the management of curriculum change.

The failure of the education programmes in the basic schools were due to the inconsistencies in the implementation systems by the central government of Zambia. It was discovered by the researcher that ill-funding, non-sustainability, inadequate management and unsatisfactory

mode of implementation by the central government led to the collapse of the following implemented education programmes mentioned below, particularly in the Western Province of Zambia of which the two studied basic schools in Mongu Township formed a part:

- The British-sponsored programme called Action to Improve English, Mathematics and Science (AIEMS),
- The USAID-sponsored education programmes such as Community Health and Nutrition, Gender and Education Support (CHANGES 1 and CHANGES 2), the Education Quality Implementation Programme (EQUIP 1 and EQUIP 2), the Accelerated Decentralized Development (ADD).
- The Western Province Education Programme (WEPEP). (Ministry of Education 2000a:21).

The management of these programmes was unsatisfactory. The British-sponsored programme called Action to Improve English, Mathematics and Science (AIEMS) was well implemented by the sponsors because it was adequately funded. The government was supposed to continue supporting the programme. Unfortunately, the programme could not be sustained when the sponsor withdrew. Subsequently, the government was forced to abandon the education programme when the seemingly well-funded USAID sponsored education programmes, namely, the Community Health and Nutrition, Gender and Education Support (CHANGES 1 and CHANGES 2), the Education Quality Implementation Programme (EQUIP 1 and EQUIP 2), and Accelerated Decentralised Development (ADD) were introduced. There was a shift of attention to the newly introduced education programmes due to the availability of financial support from USAID. The government was under pressure from the USAID to implement the programmes. The beneficiary of the donor funded programmes was the central government (Ministry of Education 2000b:31).

Two sponsored education programmes were running in the province of which the Mongu Township basic schools formed a part. Read to Succeed (RTS) and STEP UP, the USAID sponsored education project, were implemented at the time of the research being conducted in all the ten Mongu Township basic schools. Class teachers at grade 1 and 4 levels in the basic schools were oriented on the teaching methodologies on how to improve the teaching and reading skills in classrooms. A reading strategy called *reading trees* (meaning: placing placards

and writing on trees) was introduced in all basic schools which were meant to improve the reading culture and reading skills and performances amongst learners from grade 1 to grade 4 levels (Ministry of Education 2000a:25).

After conducting a thorough school visitation and observations (see paragraph 5.3.3.2 and Appendix 5), the researcher found that both printed words and drawn pictures were fixed on the trees to allow learners to interact and read the messages hung on the trees. In classrooms, children were found to have been oriented to the identification and reading of letter sounds. The researcher invited a girl from a grade 2 class to identify and read the letter sounds. A vowel and consonant or phonic chart were presented before the child. The child was then asked to produce the selected sounds on the consonant chart (vowels: a, e, i, o, u and consonants: m, g, w, v, s). The girl was able to fairly produce the letter sounds of the vowels and the consonants. The performance of the child was satisfactory, meaning that RTS in this instance had worked well.

All the sponsors of the above programmes have all pulled out except for RTS that carried on for some time. RTS has managed to improve the reading culture of learners a lot. Subsequently, the management of curriculum change and change processes, which was the focus of implementing the RTS, was implemented in all the 10 Mongu Township basic schools (Ministry of Education 2000b:28).

The head teacher of Basic School A remarked that: *“RTS actually came to help; some of the materials did not come, so RTS encouraged teachers. RTS has developed school partnership with the local community who provide the teaching and learning materials in Silozi.”*

A UNICEF sponsored education project *Strengthening Teacher Education UP* (STEP UP) was also introduced in the province (STEP UP 2013b:7). STEP UP implemented the *School Lead Improvement Performance* (SLIP). Its main target was to ensure that the basic school management improve in the delivery of quality education and learning performance. UNICEF has established more Early Child Education (ECE) centres. ECE is currently a global concern in education. STEP UP, like RTS, consequently made major strides in improving the management of curriculum change in most basic schools of the Western Province of Zambia (STEP UP 2013b:7; 2013a: 4).

The co-operative partners STEP UP, UNICEF and RTS, played a major role in supporting education projects which were aimed at improving the management of curriculum change. Unfortunately, the government of the Republic of Zambia did not fulfil its commitment to spearhead the education projects when the STEP UP, UNICEF and RTS donors pulled out.

b. Inadequate work coverage in practical subjects

The researcher found that the coverage of practical subjects was inadequate in the two studied basic schools. Document analyses (schemes of work, records of work) and observation (see Appendix 5), assisted the researcher to gather data on the aspects of work coverage in practical subjects. The researcher studied the teaching documents of the practical subject teacher in Basic School B. The researcher discovered, through document analyses, that there was indeed inadequate work coverage in most of the practical subjects.

A teacher's teaching documents analysed in Basic School A also proved that there was little work covered in the practical subject she handled, namely Physical Education (PE). The researcher made a comparative analysis of the syllabus and the teaching documents to assess the adherence to planning strategies and discovered that planning strategies were not followed. The researcher analysed also the schemes of work, records of work, weekly forecast and the lesson plans in Basic School A. The teaching documents contained little information and proof or evidence of adequate work coverage in practical subjects, particularly ICT, Woodwork (WW), Metalwork (MW) and Technical Drawing (TD).

The Ministry of General Education places emphasis on the skill acquisition in practical subjects. The Ministry of General Education made three pronouncements on the 14th of July 2016 regarding proper management of curriculum change under the title: *connecting classrooms core skills training*. Another was released on the 18th of July 2016 under the title: *retraining of teachers of design and technology*. Additionally, the Ministry of General Education produced a circular on the 22nd of September 2016 on: *'invitation to an orientation workshop for training of ICT and computer studies in senior secondary schools.'* It shows a commitment of government on improving teaching skills in practical subjects. Thus, the Ministry of General Education is trying to support basic schools to improve the management of curriculum change.

Physical Education (PE) and Music were components of practical subjects falling under the broader subject area of Creative and Technology Study (CTS). As a matter of school routine, each class teacher was obligated to implement PE as it appeared on the school timetable and it specifically formed part of the core curriculum. Most of the interviewed teachers indicated that practical subjects in the school curriculum were either ignored, discarded or simply forgotten and they were, thus, covered inadequately.

Many people in the world have benefited a lot from Physical Education (PE) and Music by way of obtaining financial gain and employment. The Ministry of General Education has a big job to reverse the negative approaches teachers have towards the teaching of Physical Education (PE) and Music. If Physical Education (PE) and Music are not well implemented, a big gap will be created because the two subjects are part of the curriculum change under implementation which all basic school class teachers are required to execute effectively.

c. Inadequate basic school class teacher qualifications

There is no way a class teacher would perform effectively in teaching if his/her qualifications are unsatisfactory. Thereby the management of curriculum change is adversely affected. The basic school head teachers had records in the teachers' recruitment files on class teacher qualifications stored in their offices. The needed information was accessible and available in the class teachers' recruitment files indicating information on the class teacher qualifications in both Basic School A and Basic School B.

The researcher found that low teacher qualifications in the teaching of science, mathematics and practical subjects created a big challenge in managing curriculum change in the two basic schools. Teacher qualifications in Science, Mathematics and practical subjects have been a subject of concern in the two basic schools, especially at Grade 8 and 9 levels. The Zambia Qualifications Authority Act of 2011 is more explicit about the improvements of class teacher qualifications to manage curriculum change in the basic schools.

Great Britain (see Chapter 3 paragraph 3.2.2) and Western Uganda (see Chapter 3 paragraph 3.5) case studies indicated that qualifications at the management level were the key issues towards achieving and performing adequately. There it was clearly mentioned that the management of curriculum change would not be accomplished effectively if the role players in

the management sector were ill-qualified. Ultimately, the class teachers teaching Science, Mathematics and practical subjects are required to sharpen their teaching skills and capacities to teach Grade 8 and 9. It entails that the basic school management should hold more CPD activities to prepare these class teachers to handle these subjects, otherwise the good attempts made in the management of curriculum change will be futile if such conditions prevail in basic schools.

d. *Ineffective teaching of Mathematics and Science subjects*

Ineffective teaching of mathematics and science resulted from low teacher qualifications as already discussed above in c. Observations made (see paragraph 5.3.3.2 and Appendix 5) and the document analyses provided the researcher with information on the teaching of mathematics and science in both schools. The researcher accessed the teachers' teaching files and documents including learners' exercise books. Learners' exercise books were required to be checked to assess the extent to which work coverage was executed and examining how they performed. The researcher discovered that female teachers, who made up the majority of the teaching staff in the two studied basic schools, did not willingly teach mathematics and science subjects. Most of the female staff in both Basic School A and Basic School B who were interviewed in the unstructured interviews by the researcher indicated that the teaching of Mathematics and Science subjects was unsatisfactory. Most of the female teachers were also found to have a negative attitude towards these important subjects.

The researcher found that the teaching documents, such as the schemes of work, contained very little information on planning to teach Mathematics and science subjects. By profession, the class teachers were obligated and forced to teach Mathematics and Science subjects, but there was little proof of adequate learning taking place. The researcher found that teachers who attempted to teach Mathematics and Science subjects were found to select the easiest sections of the Mathematics and Science syllabus leaving out the difficult sections for later consideration to produce good results.

The research findings above reveal that managing curriculum change in these circumstances was a challenge in the two basic schools. For the researcher, the findings were worrisome. Concerted efforts would be required to be put in place if the effective management of curriculum change and change processes are to be accomplished in these subjects.

e. The imperfect implementation of basic school subject integration

The observations made and the document analyses provided the researcher with information on the implementation of subject integration in both schools. One of the pertinent issues enshrined in the education policy: Educating Our Future of May 1996 was subject integration. Subject integration created problems in the implementation of curriculum change. The observations made showed that basic school class teachers who were trained under the Zambia Primary Curriculum (ZPC) and the Zambia Basic Education Curriculum (ZBEC) found subject integration very challenging in managing curriculum change.

The teachers did not receive sufficient training to handle subject integration skilfully. As obligated by the education policy, subject integration required that all teachers merged or integrated subjects with similar contents. The researcher studied the teaching documents of five teachers in Basic School B and five teachers in Basic School A that included the schemes of work, weekly forecasts, records of work and the lesson plans. There was no evidence whatsoever of planning to teach subject integration in those teaching documents.

What does integration imply for managing curriculum change? The teacher would, for instance, be expected to teach addition and numbers in Mathematics by using a composed piece of music in English Language to cover the aspects of addition and numbers in Mathematics: *1 man, 1 boy, 1 dog and 1 cat, are walking to Lusaka!; 2 men, 2 boys, 2 dogs and 2 cats, are walking to Lusaka!* The child learns to add numbers by singing a song. In the first example, four are travelling to Lusaka and in the second one, eight are on their way to Lusaka. The subject integration policy was met with resistance amongst teachers as well as educational stakeholders and school managers. The policy is binding and failure to implement subject integration is regarded as insubordination for which the penalty could be seriously meted out. According to the research findings, subject integration was not achieved because class teachers did not fully understand how it is done. Consequently, the researcher observed that this aspect of the management of curriculum change was not achieved successfully.

Subject integration required basic implementation of certain teaching methods or techniques in a classroom. The researcher wanted to find out how class teachers implemented the teaching methods or techniques by posing a focus group interview question as follows: *“I am concerned*

with how you implement teaching methods or techniques in the classrooms. How do you do that?" A class teacher participant 1 of School A had this to say:

Like the teaching and learning methods, ah, methods, I have a teacher has the lesson, for example question and answer. You can ask some learners questions then they will answer the questions. And also there is discussion method whereby you can group learners in groups and ask them to discuss about something on may be a topic like HIV/AIDS, how it is transmitted. You can group the learners in groups of 6, 6, 6 and ask them to discuss. Then, ah, we have demonstration method as well whereby a teacher is able to demonstrate. A teacher demonstrates the method by using real objects. You can get, if you are teaching, eh, if, if it is in technology you are teaching about the computer, a teacher can get a computer and put it in front and demonstrate using the very same computer after the learners will learn the parts of the computer and will able to mention the parts of the computer. And also there is a project method whereby you can ask the learners to go and research about something like what we are doing now, you are researching; you are going school by school. I don't know how you are doing your research, but you ask the learners to go and just give them the question go and research about this and they will go and research and they come with the answers, different answers. Then there is also inquiry whereby they are supposed to inquire, to inquire about, ah, about a lot of things in education sector. I think that is that.

Although the above quote provides basic knowledge of some methods and techniques accompanying subject integration, the researcher observed also that most of the significant methods and techniques such as group work, group discussion, pair work, individual work, role play, debate, simulation, drama, self-regulatory learning, field work or field excursions, and many more teaching methods and techniques were not adequately implemented by class teachers in the management of curriculum change. This failure to execute the necessary teaching methods by class teachers was discovered when the teaching documents were analysed by the researcher.

f. Inadequate provision of basic school learning requisites

Challenges in the management of curriculum change would be met more adequately if basic schools were provided adequately with teaching and learning resources. The observations made and the analyses of teaching documents, like schemes of work and records of work, provided the researcher with information on the provision of learning requisites in both schools. The researcher made a school survey in Basic School B on the 5th and 6th of September 2016 and

on the 12th and 13th of September 2016 in Basic School A. The main visit to the basic school was to assess if the basic schools had adequate provision of the necessary teaching and learning resources. The researcher learnt in both Basic School A and Basic School B that inadequate basic school requisites, insufficient teaching and learning resources promoted the possibility to fail in managing curriculum change and change processes.

It was discovered that large classroom populations and the large teacher-pupil ratio reduced teacher-pupil contact time. The high teacher-pupil ratio reduced classroom space and equal utilisation of the available and accessible teaching and learning resources. The lack of enough desks and chairs in the classrooms made it uncomfortable for the learners to enjoy lessons. This factor possibly resulted in more absenteeism amongst school-going children as revealed in the class registers which the researcher accessed in the basic schools.

A class teacher interviewee in Basic School B had the following noteworthy to say on the following research question: “*How do you implement the teaching and learning resources or materials in your classroom?*”:

Yes, that one is very difficult because the school do not provide, they can only provide maybe, ah, 3 flip charts, that means 3 papers, now for me, for me as sir I have already said that I teach a lower grade which needs a lot of things to be shown to pupils I do improvise using old calendars, such like that, to make my work easier.

A class teacher, participant 2 from School B, who took part in the focus group interview, had this to say:

The teach, the teaching and learning materials. These are books, and apart from books we have the local made materials that we have in the school. So you would implement them by, the teacher would read a book, would if you want to teach a topic, that particular topic or that particular lesson, then you would put it across to the learners, you would teach the learners using that book. Apart from the, we can implement the teaching and learning materials by, you draw or, eh, you show to the learners whatever is there so that the learners can be able to grasp something from whatever you have put across to them.

A class teacher, participant 3 from School B, who took part in the focus group interview, had this to say:

Sometimes if you find real things, for example, may be you are teaching about plants, may be part of the plant, you have to bring eh, a plant, may be a live plant to the, to the pupils and explain to them. You show them exactly what you mean. Yes. So you use the local available what, materials to implement the teaching and learning what, resources. Yes.

A teacher, participant 5 from School B, who took part in the focus group interview, had this to say:

*And also the issue of improvisation. When it comes to implementing the teaching and learning, ah, aids we make use of the local materials. Like for example, when we are doing, ah, games, different types of games, we were able to make skipping ropes, we were not able to buy but we were able to improvise. We made with the learners. some brought some ropes, some brought some chitenge (local or traditionally made piece of cloth) materials and then we were able to cut and then were able to make skipping ropes and then we were able to make the big bags using, ah, ah, the seeds of the muzauli tree (a locally found tree in the Acacia woodlands belonging to the teak genera botanically known as *Isobertinia* species), we were able to make the big bags out of that, we were able to improvise and learning was taking place using local available materials.*

To sum up, inadequate basic school requisites and insufficient teaching and learning resources are a serious challenge in managing curriculum change successfully. Class teachers cannot perform effectively if they do not access the teaching and learning resources required to deliver quality education in managing curriculum change and change processes.

g. *Unsatisfactory basic school supervision, observation and evaluation*

The observations made provided the researcher with information on the supervision, observation and evaluation taking place in both basic schools. School supervision, observation and evaluation are basic elements of management included in the job description of the basic school head teacher as well as the Education Standard Officers (Ministry of Education 2010:12). This paragraph is closely linked to section 2.5.1.4, 2.5.4.1 and 2.5.4.2 in Chapter two which highlighted important information on supervision, observation and evaluation at the head teacher level. The researcher discovered during the study that there was inadequate observation and supervision visits to both basic schools performed by Education Standards Officers from Mongu District Education Board. Basic School A and Basic School B fall under Mongu District Education Board.

The inadequate supervision and observation visits allowed most teachers to relax in planning to teach and indeed in the actual lesson presentations. In accordance with the education policy, each teacher must be observed three times per year or once per term by the Senior Education Standards Officers (SESOs) from the Provincial Education Officer's office or the Education Standards Officers (DESOs and ESOs) from the District Education Office.

The school log book and visitor's book are used to document what visitors do when they visit the school. They are required to indicate the date of visitation, the purpose of their visits and sign. The researcher browsed through those documents. There was no evidence whatsoever of the Education Standards Officers conducting observation and evaluation in the two basic schools. It meant that the teachers were not tracked sufficiently to ascertain the extent to which they planned, taught, assessed and managed the class activities.

However, the basic school management attempted to supervise and observe class teachers using the '*My Monitoring Tool*' which is a monitoring or observation instrument. Supervision and observation are two cardinal exercises which are meant to closely check and assess the performances and the achievements of both teachers and learners, including those of the basic school management. The researcher did not find any evidence in the basic school records to ascertain the extent to which supervision and observation were effectively executed by the Senior Education Standards Officers (SESOs), the District Education Standards Officers (DESOs) or the Education Standards Officers (ESOs).

The last time that class teachers were observed externally by the Senior Education Standards Officers (SESOs), the District Education Standards Officers (DESOs) or the Education Standards Officers (ESOs) in Basic School A was in 2012. Basic School B was last observed in 2013. The insufficient supervision and observation scheduled by Education Standards Officers negatively affected the processes of managing curriculum change effectively. Both class teachers and the school management were not checked to ascertain the extent to which managing curriculum change and the change processes were implemented. Managing curriculum change and change processes appeared to be a great challenge for both basic school class teachers and the basic school management teams, because the basic school supervision, monitoring, observation and evaluation by the Senior Education Standards Officers (SESOs), the District Education Standards Officers (DESOs) and the Education Standards Officers (ESOs) were discovered by the researcher not to have been satisfactorily executed.

h. Misconceptions of the mission statement and vision

The mission statement and vision provide the direction for the management of curriculum change. The researcher made observations (see paragraph 5.3.3.2) and document analyses provided the researcher with information on how the mission statement and vision are developed in both schools. Basic School A has a wall fence and there are visible writings about the school motto, mission and vision statements on the wall at the entrance of the school. Basic School B had a billboard on which the school motto, mission and vision statements were written. The head teachers also had this information in print in their offices as discussed below.

The development and systematic implementation of a mission statement in leading curriculum change at the basic school level were discussed in Chapter 2 in paragraph 2.5.3.2. The Ministry of General Education has a clear education vision and mission statement. School managers are expected to design their school mission and vision statements in line with the ministerial formulated mission statement. The mission and vision statements provide the school managers with school philosophies for implementing and management of curriculum change and also for interpreting education policies. The researcher discovered that the education vision 2030 of the Ministry of General Education and the mission statement in Basic School B did not match. The school management is obligated to align and adhere to the stipulated ministerial vision and mission statement. The mission and vision statements provide a guideline to adhere to with regard to profound organisational or institutional behaviour in managing the time, human, financial, and material resources in the basic school in as far as managing curriculum change is concerned.

The Ministry of General Education's vision 2030 focuses on the moral development of the learners in the country. Ultimately, all heads of schools are expected to incorporate the education goals derived from the vision and mission in their school plans of action in the management and execution of curriculum change. In accordance with the content of the new curriculum in place, the goals of the education system in Zambia is to produce a learner capable of:

- being animated by a personally held set of civic, moral and spiritual values.
- developing an analytical, innovative and constructive mind.

- appreciating the relationship between scientific thought, action and technology on the one hand and the quality of life on the other.
- demonstrating free expression of one's own ideas and exercising tolerance for other people's views.
- cherishing and safeguarding individual liberties and human rights.
- appreciating Zambia's ethnic cultures, customs and traditions, and upholding national pride, sovereignty, peace, freedom and independence.
- maintaining and observing discipline and hard work as the cornerstone of personal and national development.
- maintaining access to education and lifelong skills training and building capacity for the provision of quality education (Ministry of Education 1996: 5-6).

Through a thorough analysis of the Educating Our Future policy document and the school profile, as well as the management file in the basic school, the researcher discovered that the formulated education vision 2030 matched with the mission statement and the school vision in School A. The mission statement and vision in School A indicated a perfect match with the formulated ministerial vision and mission statements. Each school is expected to design the mission and vision statements and the school motto. There must be strong linkages amongst the three variables that must not deviate from the stipulated ministerial mission statement and vision. It is believed that the strong alignments and linkages between the ministerial mission and vision statement to the school philosophies provides the basic school managers with the right direction to interpret the education policies satisfactorily and ultimately manage curriculum change effectively.

The improvement in the delivery of quality education in the basic schools depended upon the true interpretation and implementation of the mission statement articulated by the Ministry of General Education: *To guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristic* (Ministry of Education 1996: xi).

The vision of the government also has to be upheld in managing curriculum change by all educational stakeholders who have a stake, involvement, concern and interest in the provision of quality education for their children. The education vision 2030 is: *“attain innovative and productive life long educational training accessible to all Zambians by 2030”* (Ministry of Education 1996: xi).

The formulated mission statement of Basic School A was recorded as follows: *“Working hand in hand with the community, we shall strive to provide quality education to the child so that he/she excels and becomes a better citizen.”* The school vision in the Basic School B was recorded as follows: *“To produce citizens of integrity capable of making informed decisions to face future challenges.”*

The last philosophical statement that was designed by the school management was the motto. The school motto of Basic School B was recorded as: *‘strive to excel.’* In terms of maintaining a perfect correlation, the school motto must be linked to the school mission statement and vision. The school mission statement and vision were all expected to be aligned to the formulated ministerial mission and vision statement. The school’s motto did not meet the basic requirements of formulation. The motto was not educationally sound or closely linked to the pertinent educational issues embraced in both the ministerial mission and vision statement, nor to the basic school’s mission statement and vision.

The mission statement of Basic School A was formulated as follows:

Recognises that each pupil is an individual, that all pupils are creative, that all pupils need to succeed. Therefore, we respect the individual needs of our learners, promote a caring, safe, orderly, supportive environment, and emphasise the social, emotional, physical, intellectual development of each pupil.

The aspect of child development that was embraced in the school’s mission statement was reflected in the ministerial mission statement provided:

To pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity (Ministry of Education 1996: xi).

The researcher discovered that the head teachers' offices of both Basic School A and Basic School B had a copy of the vision, mission statement and motto pinned on their notice boards for everyone to read. The researcher discovered that linking the school's mission statement to the ministerial mission statement had been, to some considerable degree, achieved by the school management in Basic School A in managing curriculum change.

The school vision in Basic School A was recorded as follows:

A school of excellence that provides a happy, caring and stimulating environment where learners will recognise and achieve their full potential in the academic, creative, personal, physical, moral and spiritual development so that they can make their best contribution to society. We value the partnership which exists between school, parents and community and the part it plays in realizing this vision.

The ministerial vision is: *Attain innovative and productive life long educational training accessible to all Zambians by 2030* (Ministry of Education 1996: xi). Basic School A's motto ran as follows: *"Enter to learn, leave to serve."*

The fact that the ministerial vision reflected the element of '*attaining the innovative and productive life long educational training*' entailed that a perfect correlation and link had been achieved. The basic school formulated motto revealed the fact that children entered the school to learn and were prepared to exit as fully responsible citizens who were ready to serve the nation.

The similarities recorded in the formulation of the vision, the school mission statements and the school motto in Basic School A were indicative of the consistency in trying to manage both curriculum change and change processes.

5.3.3.2 Classroom challenges in managing curriculum change

This paragraph comprises the numerous classroom challenges in managing curriculum change. The observations which were carried out by the researcher were divided into five categories: *the institutional, head teacher, deputy head teacher, senior teacher and class teacher* observations. The classroom observations are now reported, interspersed with interview records obtained from semi-structured, focus group and informal interviews. The physical

observations and inspections of the classrooms and the outdoor environments were done by the researcher before the series of interviews were conducted. A lot of classroom observation results were recorded by the researcher. The challenges of both the classroom and outdoor environments are discussed next. Appendix 5 shows how empirical data was obtained after physical classroom observations were conducted by the researcher in the basic schools.

a. Unhygienic basic school and classroom environment

The institutional environment was already discussed in paragraph 5.2.2. The school and classroom environment is further attended to here. The researcher observed during the school visits that some classroom environments were not clean at the time of observation. There was a great deal of trash that had not been disposed of from the school premises. Filthy conditions in and around the classrooms did not offer a conducive teaching and learning climate. The School Healthy Nutrition (SHN) programme is an educational programme which basic schools are expected to implement. The SHN programme covers issues related to clean classrooms, good sanitary conditions, provision of toilets facilities, clear water reticulation systems, clean sources of food and the general cleanliness of children regarding the health of their bodies. There is no way the basic schools will make progress in managing curriculum change and change processes if the sanitary conditions are in a deplorable state. Hygiene and clean classrooms are really important.

The sanitary conditions in Basic School B were discovered not to be conducive. There were four toilets for boys in Basic School B for the 445 enrolled boys. The ratio of girls to a toilet, according to the policy of the government is 15:1, meaning that 15 girls are expected to share one toilet. The school had only four toilets for girls. Bearing in mind the population of 556 girls at the school, the use and sharing of the four toilets was shocking. It meant that almost 140 girls used one toilet. The situation was untenable. The sanitary conditions in Basic School A were also not acceptable. The school had five dug out or pit latrine toilets for girls and five pit latrines for boys. The population of Basic School A was 2,427 learners. Thus, the population of 1,568 girls at the school scrambled for the limited number of toilets, particularly when everyone wanted to use the toilets. It meant that 104 girls used one toilet. The sanitary conditions for boys were also unbearable. Basic School A had no flush toilets. The sanitary conditions in Basic School A were unacceptable bearing in mind that the basic school was found and located right in a built up Township like Mongu.

The average toilet use for boys in accordance with the education policy is 1: 20. There were five temporary boys' toilets in Basic School A which supported 859 boys on the roll, meaning that 172 boys used one toilet on average. The sanitary officer who was paid by the school PTA was assigned to clean, scrub and maintain the toilets for both boys and girls in Basic School B. Generally speaking, the sanitary conditions for boys' and girls' toilets in both basic schools were discovered by the researcher not to be conducive for use, which adversely affected the teaching and learning processes. The toilets for the boys and girls were found to be filthy and were not cleaned thoroughly, which resulted in some children using the open spaces at the rear toilets to answer the call of nature.

Sometimes toilet papers and pads were found spread all over the backsides of the toilets. Toilet papers, where they were used, were discovered not to have been satisfactorily used by the learners. Sometimes sticks were found to have been used by boys in the toilets to clean themselves. It is a generally known fact that filthy toilet conditions cause killer diseases and become breeding grounds for diseases such as cholera, dysentery, typhoid and meningitis. In addition, the researcher observed that there were no incinerators to burn the trash, refuse, pads and waste papers in both basic schools during the time in which the study was conducted.

The sanitary conditions in both basic schools for staff members were discovered to be relatively clean and good. Female members of staff in Basic School B had three toilets, while the males had two toilets. The 45 female teachers used the three female toilets and the male teachers used the two male toilets. The situation in Basic School A was different. Female staff had four staff toilets which were shared by 56 female teachers and three male toilets which were used by seven male members of staff. It meant that 14 female members of staff used one toilet on average and two male teachers used one male staff toilet. The staff toilets in both basic schools were generally discovered to be fairly clean and well maintained. The male and female toilets were designated for all, including the school top management. Issues of good health are paramount in any given basic school environment, and it also impacts directly and indirectly on the tuition and effective management of curriculum change of basic school management teams and class teachers.

b. *Inconsistent and incompatible teaching formats*

The researcher was able to make an informed judgement on the incompatibleness and incoherence of the presented teaching formats by class teachers after analysing the following teaching documents: syllabus, scheme of work, weekly forecast, records of work, lesson plans. Class teachers are required to adhere to the stipulated guidelines provided by the education authority with regard to the correct planning and adherence to the teaching formats. The specific formats for each subject varied, for example, an English language scheme of work format would not look like the Mathematics scheme of work format.

The researcher found that the layout of the scheme of work, which class teachers produced in both basic schools, was mixed up. Each observed class teacher had an element of deviation from the normal way of designing the scheme of work despite the fact that teachers sit in Teacher Group Meetings (TGM) to discuss and decide on the right and correct implementation of the common planning strategies. The normal format for the scheme of work in social science, for example, runs in columns as '*week, content, method, references, remarks and or comments.*' The columns for the weekly forecast format run as: '*week, content, lesson, method, teaching and learning aids, objectives.*' The columns for the records of work format are: '*week ending, work done, work not covered, comments or remarks.*' The completion of formats were discovered by the researcher to be inconsistent and incompatible.

The official layout for the Social Science lesson plan format, which the class teacher needs to follow, covers the following fundamental planning areas: '*general elements or information, subject, lesson, topic, specific behavioural objectives, references, introduction, development, recapitulation, conclusion and evaluation.*' A close analysis of these teaching documents by the researcher revealed that there were a lot of discrepancies in the way class teachers planned their teaching documents in both basic schools. This made the researcher wonder how the management of curriculum change becomes a reality if a lot of discrepancies occurred in the way class teachers planned their teaching documents.

According to the philosophy of planning to teach in basic schools, the planned and scheduled work to be executed for each week for the term is never merged or combined (Ministry of Education, Science, Vocational Training and Early Education. 2014a: 17; 2014b: 26). Each planned task for each week is executed separately from the other weeks. For example, if

population is the content to be covered in Social Sciences in week 5, 6 and 7, the class teacher is not allowed to merge those weeks as in 5 - 7, but rather indicate categorically how the content of each week reflects *population* separately. Each week must have its planned activities executed no matter how closely related or linked the content would be. The researcher discovered that many class teachers merged weeks when they planned and prepared their work in the schemes of work, a format which was not permissible in planning to teach.

The researcher requested the class teachers to submit their teaching documents before conducting classroom observations. A total of 6 class teachers were involved in the classroom observations in Basic School B. At least 5 observed class teachers in Basic School B were found to have merged weeks when they planned the content to teach instead of dealing with each week's plan of action. One class teacher in Basic School B seemed to have done the right planning strategy permissible by the education authority. The picture in Basic School A was similar. A total number of 7 class teachers were discovered also to have merged weeks in their schemes of work when planning the teaching contents, a format which was also not permissible in planning strategy. It entails that managing curriculum change was not properly on course.

There are 13 weeks according to the school calendar in a term. Each week has its own planned work for execution. The merging of weeks proved that it became impossible for a teacher to make a weekly forecast. In consequence, the evaluation of each week's work to ascertain the extent to which the planned activities were implemented was rather difficult. It was equally hard to produce records of work to indicate the work covered and the work not accomplished in incidences where weeks were merged in planning. Lesson plans cannot, convincingly, be designed appropriately for presentation in a situation where weeks are merged. It implies that the content in the schemes of work is inadequately covered.

Through document analyses the researcher found that the merging of the weeks by class teachers resulted in haphazard, random, chaotic, disorderly, and unmethodical execution of the planned strategies. Managing curriculum change and change processes became a challenge for the basic school class teachers in these circumstances.

c. *Inadequate work coverage of the basic school syllabi*

The researcher conducted a thorough comparative analysis of the teaching documents. The researcher discovered inconsistencies in the way planned work was executed. The teaching documents consulted comprised the syllabi, schemes of work, weekly forecast, records of work, assessment records and lesson plans. Each class teacher must have a copy of the basic school syllabuses (Ministry of Education, Science, Vocational Training and Early Education. 2013:45). The work that was planned to be covered, which was indicated in the schemes of work by the studied basic school class teachers in Basic School A at a grade 5 level, was not actually substantially covered in class as it was revealed that there was little coverage of planned work in the syllabi.

Furthermore, the researcher discovered serious inadequate work coverage in the syllabi in Basic School B. The discovered inadequate work coverage of the syllabi resulted from the fact that class teachers planned only selected work for implementation in order to prepare the learners for the final examination, particularly at grade 9 level. Class teachers handling grade 9 concentrated on the expected topics and areas which were likely to appear in the final examination papers. To substantiate this discovery, the researcher made a selection of the grade 7 and grade 6 learners' work (exercise books) in Basic School B and grade 5 and grade 4 learners in Basic School A to assess the work coverage by class teachers. The researcher found irrefutable proof of inadequate work coverage in the syllabi in both basic schools. Learners could never be expected to perform well and achieve their learning objectives if class teachers did not play their part to exhaust the content of the syllabi. There was no way curriculum change could effectively be managed by class teachers if there was a great deal of inadequate work coverage of the syllabi. The management did not discover this weakness because there was inadequate monitoring carried out by the school management and the education standards officers from the district office. Curriculum change and change processes are effectively managed if the contents of the syllabi are adequately covered.

d. *Misunderstandings of outcomes and objectives*

The syllabi, the schemes of work, the weekly forecasts, the records of work and lesson plans were perused by the researcher for analyses. The researcher discovered, after a thorough analysis of the presented teaching documents, that most teachers who took part in the study in

the two basic schools did not comprehend the differences between *specific outcomes* and *specific objectives*. The '*specific outcomes*' of a lesson presentation cover the following areas: '*result, ending, product, output, throughput, consequence, effect and conclusion.*' On the other hand, the '*specific objectives*' of a lesson presentation highlight issues of: '*purpose, aim, point, idea, goal, intention or intent and reason or the rationale.*'

Most teachers in the two basic schools indicated specific outcomes when they designed their lesson plans for presentation. A class teacher is required to plan a lesson for presentation indicating the purposes, aims, ideas, goals, intentions or intents and reasons or the rationale for teaching. The researcher discovered variations in the way the specific objectives for the lessons were stated that proved beyond reasonable doubt that class teachers did not adhere to the policy guidelines enshrined in the new curriculum. Three teachers who were observed in Basic School A did not indicate the stated specific objectives correctly for the lesson presentation. The observed class teacher in Basic School B had only 1 stated specific objective on the lesson plan. It was inadequate for the class teacher to cover all aspects of teaching in lesson presentation if she had only one stated specific objective.

The Ministry of Education, Science, Vocational Training and Early Education (2013:17) is clear that all the class teachers have to produce a minimum of three (3) specific objectives when planning a lesson for presentation. The class teachers tended to prefer indicating mainly the cognitive domain, thereby disregarding other domains. The Ministry of Education, Science, Vocational Training and Early Education (2013:17) demands that the stated objectives must provide evidence of class teachers covering the three specific domains of Bloom's taxonomy of educational objectives: '*the cognitive, psychomotor and affective domains.*' In Basic School A, four class teachers had three stated specific objectives. However, all three stated specific objectives were derived from the cognitive domain. In School B, for example, three class teachers had two stated specific objectives. One class teacher stated specific objectives which were not correctly connected to and compatible with the content of the lesson. The researcher observed a lot of misunderstandings and inconsistencies in the way specific objectives were stated by class teachers.

As discussed above, the direct scrutiny of the teachers' teaching documents, such as the *schemes of work, weekly forecast, lesson plan, records of work*, offered the researcher an opportunity to discover planning errors by class teachers. The designed behavioural objectives

mostly did not conform to the education policy guidelines. The stated behavioural objectives were not precisely SMART. The acronym SMART stands for the characteristics of specific objectives, meaning: S-specific, M-measurable, A-attainable, R-realistic and T-time bound. An example of a SMART specific objectives is given below. If a teacher is teaching about the classifications of fruits in Integrated Science, for example, the specific objectives or behavioural objectives to be stated by a class teacher would follow as indicated below:

Given a set of fruits (quavers, lemon, oranges, paw paws, mangoes, bananas, apples):

By the end of the lesson presentation pupils should be able to (PSBAT):

- a. identify and select apples from the given set of fruits
- b. list and draw the given set of fruits
- c. describe the given set of fruits
- d. write types of fruits found and eaten in their homes

The above stated specific objectives in planning to teach would be considered to be a perfect SMART one, which most class teachers in the two basic schools failed to attain. According to the education policy (Ministry of Education, Science, Vocational Training and Early Education 2013:19), the specific domains of Bloom's taxonomy of educational objectives (*cognitive domain, affective domain, psychomotor domain*) are often applied to design specific objectives for a lesson presentation. With reference to the guidelines of the Ministry of Education, Science, Vocational Training and Early Education (2013:20), enshrined in the curriculum framework guidelines, the stated specific behavioural objective above has (a) the action verbs: *identify* and *select* which would be derived from the *affective domain*; in accordance with Bloom's taxonomy of educational objectives (b) the action verbs: *list* and *draw* are derived from the psychomotor domain; and (c) the action verb: *describe* would represent an aspect of the *cognitive domain*. The stated behavioural objective (d) has an element of the local environment, which is considered to be a requirement of designing a lesson plan for presentation in accordance with the curriculum framework guidelines.

A class teacher cannot effectively plan and teach if there is a mix up in the application of the outcomes and objectives. The policy on the execution of the objectives in the curriculum and syllabi is very clear on how class teachers should plan, implement and manage the objectives.

Class teachers need to understand that outcomes are not objectives. It is expected that class teachers must apply each of these concepts in teaching correctly. The correct implementation of specific objectives will, thus, depend on how effectively and consistently class teachers apply the specific objectives for teaching. Negatively, if the choice of implementing the specific objectives is misunderstood or muddled through and not followed by the class teachers, the management of curriculum change and change processes will not be achieved appropriately.

e. Inadequate preparation of lesson plans

The researcher examined the class teachers' lesson plans during classroom observations before the class teachers presented them. The teaching guidelines provided in the Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:22) are very clear. The researcher discovered that most class teachers in both basic schools lacked the indication of the four characteristics of the stated specific objectives, namely, (a) *the time frame*, (b) *the condition*, (c) *the action verb* and (d) *the focus*. Four observed class teachers in Basic School A and five observed class teachers in Basic School B did not indicate these required characteristics of the lesson plan. The fact that the observed class teachers omitted the mentioned required characteristics on a lesson plan can be considered to be a planning error.

Additionally, the researcher found that some class teachers failed to follow the stages of the lesson plan implementation systematically beginning from the *introduction*, *development*, *recapitulation*, *conclusion* to *evaluation*. Some class teachers did not evaluate their lesson presentations adequately, while other class teachers did not even show any evidences of evaluating their lesson presentation. Even where lesson evaluation was evident, the lesson evaluations were so shallow that they did not indicate the basic aspects of lesson presentation in terms of the successes achieved and the failures encountered. Lesson evaluation is supposed to provide the direction in which the class teacher can counteract his/her shortcomings in the next planned lesson presentation. The researcher found that some class teachers in both basic schools did not indicate dates, time, age range, number of learners in the class, lesson topic, subject and duration on the lesson plans. In some cases, the prepared lesson plans were found to be so long that the class teacher could not complete them within a period of 30 or 40 minutes for the lower classes (grade1-4) and upper classes (grade 5-7 and 9-10) respectively. Time

management was, consequently, compromised. Subsequently, the effective management of lessons were compromised.

Lesson planning and presentation are the last stages of that which is planned by educational stakeholders from a national level to a classroom level. If planning and implementing a lesson is muddled through, all that which is planned in the syllabus and the schemes of work will be at risk. It is a long process to reach this stage of implementation in the chain of events following from a curriculum plan, a syllabus and a scheme of work design. A perfect link must be sustained between the effective implementation of a lesson plan and the ultimate goals of achieving the management of curriculum change. Achieving the ultimate goals of managing curriculum change is important because it is the implementation of a lesson plan which contains the content of the curriculum that defines how the curriculum change is effectively executed by class teachers.

f. The application of quality teaching and learning aids

The researcher discovered that the use of teaching and learning aids was very unsatisfactory. A large number of class teachers in both basic schools indicated the use of a chalkboard, a ruler, a duster as teaching aids which was actually contrary to the correct way of planning. This inadequate choice of the right teaching aids was spotted during the classroom observations conducted. Mandatorily, class teachers must indicate the teaching aids on a lesson plan for guidance before the lesson is actually presented. The guidelines provided in the Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:28) are very explicit regarding the use of teaching aids in the classroom. Some class teachers observed in the two basic schools could not differentiate between a teaching aid and pieces of equipment used for teaching as discussed below. Thus, managing curriculum change became unsatisfactory.

The researcher observed that most class teachers in both basic schools did not adhere to the principle of using real *objects* as teaching aids in the classroom lesson presentation. For example, when teaching Integrated Science or Environmental Science, and when teaching specifically about the classes of food (proteins, carbohydrates and vitamins), a chalkboard, a table, a stick and chalk cannot be regarded as relevant teaching aids at all as certain class teachers indicated. Samples or specimen of foodstuffs as in (a) proteins: fish, meat; (b)

carbohydrates: potatoes, rice, cassava and (c) vitamins: vegetables like cabbage, rape, and fruits like mangoes, apples, pineapples, guavas, bananas, would qualify for use as teaching aids as perfect or '*real objects*'. Most of the class teachers observed in both basic schools were discovered to have failed to use correctly the right teaching aids for the lesson presentation.

The implementation of the teaching and learning materials in managing curriculum change in the two studied basic schools proved to be a serious challenge. A class teacher interviewee in Basic School A expressed her predicament when she responded to the interview question: "*How do you implement the teaching and learning resources or materials in your classroom?*" The class teacher interviewee remarked that: "*Home economics is a very expensive subject as people know. Therefore, not all teaching material has to be present at the time of the lesson. That is why in teaching we plan in advance, meaning to say all the equipment and the learning resources you need for that term they have to be out, listed initially at the beginning of the term so that all those that are not there can be improvised as time goes on so that we lessen on the panicking part of the teacher.*"

The researcher found that there was evidence of inadequate use of learning resources by class teachers in Science and Mathematics teaching. The newly introduced subjects Computer Studies and Business Studies for Grades 8 and 9 had literally no textbooks in the basic schools for class teachers to use and refer to. Furthermore, the basic schools had no computers for practical use in computer studies. Information Communication and Technology (ICT) was introduced as a subject, but computers were hard to come by. The basic schools had no text books on ICT for both class teachers and learners to use and had no laboratory for the practical purposes, had no trained teachers to handle issues of ICT, and had no trained ICT laboratory assistant to maintain the ICT facilities. The ICT teaching and learning materials are basic issues enshrined in the new curriculum. Actually, the teaching and learning resources, the content, the methods of teaching and many more are enshrined in the new curriculum and syllabus (Ministry of Education, Science, Vocational Training and Early Education 2013:25). Thus, the class teacher could never implement and manage curriculum change if the teaching and learning aids were not correctly applied for use. Furthermore, the class teachers could not teach effectively if the ICT teaching and learning aids were not accessible and were not available in the two schools. The effective use of the teaching and learning aids make learners understand the content which is enshrined in the curriculum. The effective use of the teaching and learning

aids by class teachers is a basic need in translating the curriculum change and change processes into a reality.

The researcher wanted to know how the teaching and learning materials in the classroom are implemented in the classrooms. A class teacher participant of Basic School B had this to say:

How we implement them? They are used by learners, for example, text books as you teach some subjects like English you have to distribute the books to the learners. You have to let, get learners involved when it is time for reading because reading is in types. There are so many types of reading. There is personal reading; there is group reading and so forth, so learners have to be involved, so text books are needed. Also when it come to Mathematics, learners as you teach there on the board and you have text books, then you distribute text books and say on such a page, exercise so, so can you do questions 1, 2, 3 and so forth, such things that is in terms of text books, but you come to charts, as you teach for example, Science Social and Development Studies, you display it on the board there as you teach you involve learners to start, to show you, for example, it is a map of Zambia, and you want learners to point out the provinces, so that map will show the learners even those know don't know that, oh! The provinces in Zambia are this, and this and that, even the boundaries, such things. That is how we use the, the what, the teaching and learning resources.

The researcher posed an interview question on what kind of recommendations a class teacher would suggest to manage curriculum change effectively. A class teacher respondent of Basic School B had this to say:

I would suggest that the curriculum change it is a good programme even the way, what they change what they revised what their topics and other things. It is a very good what, idea, and what I would advise the government is to as they change the what, the curriculum or they revise it, at least they should make sure that as they implement, bring it down to us as teacher, they should do it at the same time with the materials. Like here, the, this curriculum it was introduced in 2013. I don't know, there were some teacher who were sent to go there but there was just a bit briefing given without a full understanding of what were supposed to do. So, so what has happened is that like in our school curriculum change has not started working properly. Maybe to start in coming in January because, even at ... at this time, there the grade 8s and 9s they are still teaching instead of merging Social Studies. They are still teaching Social Geography teacher will stand, History teacher will come in, Civics teacher will come in, instead of merging all the three subjects making Social Studies, and only one teacher is supposed to teach ... It was implemented in this term, the beginning of this term at provincial level. Now it has not

yet gone, here now at the district we were told that we are still waiting for a bit of funds from the PEO (meaning: Provincial Education Officer) so that we can do it at provincial level. But us may be here at we are just going to do it may this week because the School-In-Service Co-ordinator and me as the ZIC we went there. So we were just discussing with the head, ah, it is like this thing we need to do it, we don't have to wait for the district, even without the recourses we can just do it, even just briefing the teachers so that they can get the major points of the revised curriculum. Otherwise it has not yet started working. That is when, this the early this term that is when we received the books, mhuh, curriculum change; meaning that we are still using the old books for teaching. That is why I am saying may come January that is when it will be effective here. Yes.

From the above one can derive that not only the implementation of teaching aids is problematic to this teacher, but the implementation of the new curriculum as such. This quote provides proof for much of the negativity expressed by the researcher thus far on the implementation of the new curriculum.

g. Unsatisfactory use of the local language for instruction

Issues of language teaching are dynamic and the researcher did not intend to cover all aspects relating to language, but rather endeavoured to present the challenges of using Silozi as a local language for instruction. The class observations (see discussion in paragraph 5.3.3.2 above) which the researcher conducted in both basic schools revealed a number of striking challenges encountered by class teachers of which one was the use of the local language as a medium of instruction in teaching. Language use concerns encoding and decoding important information as means of effective communication. Thus, language use is an important element of communication in classroom teaching and learning. Space cannot be provided here to present all the issues discovered and observed by the researcher on the incompatibleness and incoherence of language teaching and teaching formats experienced by class teachers.

In October 2013, the Ministry of General Education made a pronouncement on the use of the local language for instruction from grade 1 to 4. The provision of a statutory instrument from the cabinet office: the Co.101/17/59 and circular minute of October 2014, pronounced that the language of instruction for the lower levels from grade 1 to 4 will be the prevailing local language in the geographical location where the language is spoken. In Western Province, and particularly in Mongu Township basic schools, Silozi, a local official spoken language

automatically qualified to be used as the language of instruction in classroom teaching and learning from grade 1 to 4.

There were serious repercussions for teaching resulting from that pronouncement. The locally spoken language was designated to be the language of instruction from grades 1 to 4, but the researcher discovered many challenges in using a locally spoken language as a medium of instruction. Some class teachers who were recruited and deployed by the Ministry of General Education to work in Western Province where Silozi is a local official language could not speak Silozi. Some of those recruited and deployed class teachers spoke IchiBemba or Chinyanja, the languages which are not spoken in Western Province. The class teachers experienced using Silozi to be challenging to communicate with the learners during the lesson delivery. There were four class teachers in Basic School A who could not speak or understand Silozi. Three class teachers who could not speak or understand Silozi were recorded in Basic School B. Those class teachers had to find means and ways of learning Silozi for them to teach in Silozi and to be accommodated in the basic school community in which they found themselves.

A class teacher participant 1 in Basic School A who was involved in the focus group interview lamented as follows:

Also language barrier. It is also one of the factors, for example, I don't know how to speak Silozi or what. So it is very difficult for me to, to teach like using local language since from grade 1 to grade 4 according to the new curriculum you are supposed to teach in the local language. So I cannot teach a grade from 1 to 4 using local language because I do not know the language here in Western Province which is Silozi. So and for the learners to easily grasp the concept, they need, the teacher needs to use the language that the learners easily understand, which is Silozi. You can teach in English, but main points you need emphasise in the language that the learners understand very well. So even language barrier has really affected the new curriculum.

It is believed by the Ministry of General Education that the perfect use of the locally spoken official language of instruction becomes the basic mode and requirement for effective classroom teaching and acceptable means of classroom communication, which in turn facilitates the effective management of curriculum change that is enshrined in the national

curriculum. Basic Schools A and B were no exceptions in this ministerial policy directive, but as indicated, this was problematic.

h. The impact of the basic school inclusive education policy

One of the issues which the researcher wanted to discover being executed in Basic Schools A and B was the implementation of the inclusive education policy in the management of curriculum change. The inclusive education policy implied that both the normal and physically or mentally challenged children would learn in the same classroom. The children with learning disabilities or impairments would, thus, learn together in the same mainstream or classroom with children who were not physically and mentally challenged.

A deliberate training programme was not designed by government to orient teachers who would handle such cases after the change from exclusivity to inclusivity was pronounced by the government. For instance, class teachers were not trained how to read and write Braille for the blind children in classrooms. Class teachers also were not trained to interpret sign language to enable them to communicate (encode) information to those who could not speak, including the dumb and the deaf children. The Zambia Institute for Special Education (ZAMISE) in Lusaka was, however, established to train class teachers to handle cases of special education needs in all designated basic schools (Ministry of Education 2010:11).

Basic School A had a special education unit attached to handle special education. However, the researcher discovered that the lack of class teacher training to handle special education created incompetency amongst class teachers in the effective management of curriculum change. The Ministry of General Education has four major policy issues relating to inclusive education, namely, *quality*, *access*, *equity* and *efficiency*. There were many challenges which the researcher discovered in the implementation of inclusive education in Basic School A.

Parents were resistant to send their children to the school due to a great deal of stigmatisation and mental or physical trauma experienced by those SEN learners found in the inclusive classroom. Equity of access to inclusive education and the scarcity of teaching and learning resources prohibited the implementation of inclusive education. The distance from the SEN children's homes to the school was found to be vast, particularly, for the movements of SEN children with partial physical and visual impairments.

The researcher discovered that the inequalities and inefficiencies in the way inclusive education was implemented by the SEN class teachers was caused by lack of teacher training and incompetency. It was also discovered that SEN children did not want to learn inclusively with normal learners. Table 5.6 below shows the enrolment of children taught under inclusive education in Basic School A.

Table 5.6: Special Education Need (SEN) children taught under inclusive education in Basic School A

Years																
Month	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
J	11	07	09	15	12	09	05	11	10	11	01	04	46	37	27	07
F	12	07	20	15	14	12	21	07	10	06	04	04	20	47	33	25
M	07	33	15	13	18	10	21	03	08	07	11	14	21	36	42	22
A	06	13	23	03	15	06	02	03	05	07	01	07	05	10	10	05
M	13	09	08	16	13	07	10	04	07	04	16	11	20	16	16	05
J	10	07	08	08	10	08	16	06	07	07	17	22	20	14	26	13
J	12	10	10	18	14	08	04	05	06	06	05	17	25	19	17	15
A	05	08	08	06	03	02	03	03	05	01	05	01	02	09	08	09
S	14	15	12	18	07	13	07	07	07	03	16	07	28	10	14	11
O	13	20	20	22	16	04	05	09	10	03	06	44	41	35	29	27
N	13	19	21	17	15	07	21	18	09	01	15	80	44	23	36	18
D	11	14	06	05	03	02	01	04	02	01	01	05	03	09	12	04
Total	127	162	160	141	140	88	116	81	86	57	88	216	275	265	270	161
Grand Total	2, 443															

Table 5.6 above shows the children taught at the Basic School A covering a period of 16 years from 2002 to 2017. The total number for each month of that specific year has also been indicated in the table. The grand total of 2,433 between 2002 and 2017 indicates the total number of children enrolled, taught and attended to over a period of 16 years. The year 2014 recorded the highest number of children (275) taught at the centre. That was followed by the 2016 enrolment that recorded 270 children at the special unit centre. Basic School B was discovered not to have a gazetted special education unit for SEN children. The researcher discovered that the special unit which was in existence in Basic School B was not a fully-fledged special education unit for SEN children as the case was in Basic School A. Therefore,

there was no data obtainable from Basic School B which the researcher could access for analysis.

The impact of the inclusive education policy is felt by all education stakeholders. So many modules on the subject of inclusive education were produced when the inclusive education policy was pronounced by the government which mandated that inclusive education would be implemented in some selected basic schools. Consequently, children who could have been ignored in the society had the chance to learn and complete school. Class teachers sacrificed themselves to teach challenged children despite the fact that they were not trained to do so. As indicated, this was a very big challenge and the implementation did not work smoothly.

i. Execution of the basic school homework and home visitation policy

The homework policy and home visitation policy are some of the government policies to be executed fully by all the class teachers (Ministry of Education 2010:6). Class teachers are expected to give tasks to learners to take home as homework. It is expected that at home parents will help and participate in improving the education of their children. The education policy indicates that parents are partners in the delivery of quality education for their children (Ministry of Education 2010:6). Therefore, they are expected to participate in ensuring that their children receive the delivery of quality education which the society demands. Haider, *et al* (2012: 117; Rigby 2011:406) say learners manifest misbehaviour when they see themselves in a learning environment which is not effective. Therefore, the full family and parents are vital in learners' education. It is believed that at home parents will help and participate in improving the education of their children when they are involved in the learning of their children.

The interview question related to this issue was formulated as: *"How do you implement the education policies in your school, like the homework policy, home visitation and special education needs?"* In responding to the interview question, a class teacher interviewee of Basic School A attested as follows:

... I will start with homework policy. As a school we have the rule to give children homework on Mondays, Wednesday and Friday and I do follow. If you check my work you can find the evidence. Then home visitation, ah, if child absent herself or himself for more than a week I do call the parents because I have the phone numbers for the parents. I do call the parents. If that fails, then I will find children or at my own time I will find out where

that child lives. Then I will follow up and find out what is going on or if that fail, I will summon the parents so that we can meet at school.

The researcher raised the following interview question which was meant to ascertain the credibility, relevance and reliability of the education policy: *“How did the homework policy contribute positively towards the learning performances and achievements of the learners in the classroom and the entire school?”*

In responding to the interview question raised by the researcher a class teacher interviewee of Basic School B had something noteworthy to remark and attested as follows:

The homework policy is implemented for a reason in the classroom and the school. If the school homework policy contributes positively to the learning performances and achievement of the learners, then it is deemed to be a credible, relevant and reliable education policy. The class teacher can have a clue of the child's performance if visited at home. Poor performance and attendance in school would be due to home factors such as hunger, diseases, lack of parental care, and influence of social and cultural practices and peer pressure and many other factors. A class teacher can make a point of departure from the known factors which hinder progress. That is to try to accommodate the child in the learning processes.

The assessment records which were accessed and analysed by the researcher indicated that the homework policy seemed to have improved learning performance and achievement of the learners. The home visitation as an education policy allows teachers to visit the homes of the children who seem to perform poorly in class activities. The home visitation helped the class teachers to assess and examine the life of both the child and the parents at home in order to gather more information on the specific lifestyles of the parents, which might be helpful to establish the reasons for the poor performance of the children in schools.

The researcher wanted to know how class teachers implement education policies such as the homework policy in their classrooms by posing an interview question as follows: *“How do you implement the educational policy in your classroom? You mentioned homework policy as one good example.”* A class teacher of Basic School B had this to say:

So let me give an example. If it is a Monday depending on the timetable when the pupils come for Home Economics, you teach the lesson, an exercise is given, then there are some extra work which has to be reserved

for the homework. The pupils are going to write that, the teacher has to explain those questions first to the pupils. And as they go home the pupils they will need to give a background feedback on whatever they are going to write so that even the person who is going to help them with the homework, they have know exactly what they are talking about, unlike just reading out the questions. They first have to give a brief background of what has been learnt so that as they give out the homework they are going to be assisted may be in understanding of some certain terminologies that may have forget at that time then the parent is supposed to sign at the end of the work to show that they were there and they have assisted the child in any possible way. And any child who would come without any signed work, we would summon the parent to find out if really and they should also account for one did not do that because sometimes pupils may cheat. They may sign for their friend in the notion it is the parent who has done that so parents are also called out to find out how often they do in assisting of the homework.

A class teacher, participant 6 of School B, who took part in the focus group interview had this to say:

Yes, we do give homework to the pupils, especially from, you know the subject, yes, that, from Monday to Thursday, I think I remember there was one time when it was said homeworks they should not be given on Fridays because when the pupils have a long way, you can find that they can even forget. Saturday, Sunday it is a long weekend they might forget, but now when you give the homework from Monday to Thursday, it will be easy for them because they will easily recall they learnt yesterday, unlike giving them from on Friday when they are going for a long weekend. So we usually give them from Mondays to Thursdays in all the subjects to do the home work.

A class teacher, participant 4 of School A, who took part in the focus group interview remarked that:

On that one, sir, again it is a challenge. Like in grade 1, last time when I was teaching grade 1, you give them the homework and when they come back, you want to check the work and mark, the other pupils they will not do the work at home. They would say, ah bo muluti ze nezizi tata, ani bulelela bo kuku, boma (a Silozi expression meaning: teacher, these were difficult, when I told my grandmother, my mother, I tell my, my grandmother to, to help me or my, my, my mother would say, no, bo muluti wa hao baeza sikamani (in Silozi language meaning “What is your teacher doing?”)).

A teacher, participant 6 from School A, who took part in the focus group interview pointed out that:

Not only that, just to add on what she has said. Yes, it is a big challenge. When you give homework to the pupils because when they go, there are some parents, they don't know. You give Mathematics; they will say they don't know. Children are not helped. They come back with the same homework. When you ask the child, what about this homework? Ah, me I don't know and my mother said she doesn't know anything. So again it is a challenge.

The home visitation policy allows the responsible class teachers to visit the child's home to conduct education business. It also implies that the class teacher is expected to design easy teaching content to deal with the ailing child in order to allow him/her to catch up. The implementation of Remedial Teaching (RT) and the Individualised Education Programme (IEP) policies give time to a class teacher to help the ailing child who seems to lag behind. The Curriculum Framework Policy Guidelines of 2013 provides clear guidelines on RT and IEP as far as the management of curriculum change and change processes are concerned.

In summary, both the homework policy and home visitation policy are intended to play a major role in improving the learning of children who are visited at their homes. In Basic School A, thirteen children were visited at their homes and sixteen children were visited at their homes in Basic School B by respective class teachers (according to the records provided by the class teachers for 2016) following the execution of the homework policy, and in particular, the pregnant girls in response to the re-entry policy of the Ministry of General Education. The home visitations were done after class teachers knocked off. It was discovered by the researcher in the assessment records analysed that those children who were visited by their respective class teachers improved tremendously both in attendance and performance. It was recorded that the executing of both the RT and IEP by respective class teachers improved the achievements levels of the children who lagged behind in learning. The executing of the RT and IEP proved to be an effective way of covering the content in the syllabus which ailing children did not have the opportunity to learn.

The researcher discovered that the executing and implementation of the RT and IEP became a reality in terms of execution of the homework policy and home visitation policy despite the many challenges which the respective class teachers faced in both Basic School A and Basic School B.

This brings the presentation, analysis, interpretation and discussion of the research findings in this chapter to a conclusion.

5.4 CONCLUSION

The purpose of Chapter 5 is to present, analyse, interpret and discuss the data generated from the field of inquiry. The researcher focused a great deal of attention on the analyses of the research results gathered during the interview sessions, classroom observations and analysis of the available and accessible teaching documents in the two studied basic schools. The researcher covered mainly the following matters in Chapter 5: the management roles of the basic school management and class teachers, the factors affecting the effective management of curriculum change provided by the basic school management and class teachers, the implementation of the educational programmes executed by the basic school management and class teachers, the teaching and learning materials, the methods and techniques implemented by the basic school class teachers, the school managers' job descriptions and the class teachers' job descriptions, the interpretation and implementation of the education policy in the management of curriculum change and change processes.

Chapter 6 comprises the research conclusions and recommendations emanating from the research report.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter the researcher will present a brief summary of the chapters, presenting therein also the answers to the research questions. The recommendations based on the research will be made thereafter, followed by a presentation of the limitations of the study and the recommendations for further research.

Before the research results are summarized and the conclusions emanating from the results are presented, it is important to indicate the main research question and sub-questions that guided the research. The main research question reads: *How do the school management and class teachers manage curriculum change in basic schools in Mongu Township in Zambia?* The following sub-questions directed the research:

1. What is the role of managers in managing curriculum change? (Chapter 2).
2. How is curriculum change managed internationally? (Chapter 3).
3. How is curriculum change managed in the Mongu Township of Zambia? (Chapter 5).
4. What recommendations can be made regarding the management of curriculum change in Mongu Township? (Chapter 6).

The research aims of the empirical study were formulated as follows:

5. To investigate the role of managers in managing curriculum change.
6. To investigate how curriculum change is managed internationally.
7. To determine how curriculum change is managed in the Mongu Township of Zambia.
8. To determine what recommendations can be made regarding the management of curriculum change in Mongu Township.

6.2 A SUMMARY OF THE RESEARCH RESULTS

A summary of the research results in chapters 1-5 will be presented next, also indicating how the results relate to the research questions.

6.2.1 A summary of the literature research in Chapter 2: conceptual framework

The literature research Chapter 2 presented a lot of conceptual issues which surround the management of curriculum change that are also relevant to the empirical study. Three fundamental research concepts were explicitly presented: '*management*,' '*change*' and '*curriculum*' (see paragraphs 2.2, 2.3 and 2.4). These research concepts were explored, examined and defined by the researcher for the purpose of bringing conceptual clarity in this study and to provide clarity regarding Research Question 1: What is the role of managers in managing curriculum change? The management functions model discussed in Chapter 2 focused on the management skills that the head teachers, the deputy head teachers, the senior teachers and the class teachers needed to possess in managing curriculum change (see paragraph 2.5 and Fig. 2.1). The management functions model presented and discussed by the researcher in managing curriculum change and change processes in the management of curriculum change included: *planning* in managing curriculum change (see paragraphs 2.5.1); *organising* (see paragraph 2.5.2); *leadership* (see paragraph 2.5.3); *controlling* (see paragraph 2.5.4). These functions are also covered in the empirical study relating to the job descriptions of the head teachers, the deputy head teachers, the senior teachers and the class teachers.

The management roles of the basic school managers, the deputy head teachers, the senior teachers and class teachers align with the job descriptions on grounds that the job descriptions encompassed and involved (a) the *key result areas* (meaning: *the specific, core or the basic occupation, employment, post, position, appointment, profession, work or responsibility that the specific basic school manager is expected and required to fulfil*), and (b) the *principle accountabilities* (meaning: *the explanations or descriptions of the specific occupational and functional part of the job or task that the manager has to accomplish*). The management roles encompass the day-to-day fulfilment of the management duties and functions or tasks of the job description which the basic school managers, the deputy head teachers, the senior teachers and class teachers have to accomplish and put in place in order to achieve the stated management objectives.

Many factors affecting the management of curriculum change were discussed in Chapter 2. One of the negative factors was resistance (see paragraph 2.8). Strategies for managing resistance were presented (see paragraph 2.8.1). The application of effective communication

skills, monitoring and supervision were discovered to be effective strategies in managing curriculum change (which are made relevant in paragraph 5.3.1 in Chapter 5).

A further purpose of the conceptual framework in Chapter 2 was to open the way for the researcher to present, discuss, interpret and analyse the empirical research, which directly benefited from the analyses done in Chapter 2. Clearly the answer to the first research question on the role of managers in managing curriculum change is fundamental to understanding how the curriculum was managed in the Mongu Township.

6.2.2 A summary of Chapter 3: International perspectives on the management of curriculum change

The exposition in Chapter 3 presented lessons learnt in the management of curriculum change from experiences in Europe (Finland, England, Sweden, Ireland), Eastern Asia, Africa (Uganda) and two schools in the United States of America (USA). Most studies conducted in other parts of the world indicated that schools that performed well were effectively managed by qualified school managers (see paragraph 3.2.2 on curriculum change in the UK). It pointed to the need for all the basic school head teachers, the deputy head teachers, the senior teachers and class teachers in the studied basic schools in Mongu Township in Zambia to sharpen their fundamental management skills in managing curriculum change. Based on the findings from other countries, it was further discovered that concerted efforts were required by the basic school head teachers, the deputy head teachers, the senior teachers and class teachers to manage the basic schools' human and financial resources well.

The researcher discovered that the management of curriculum change and change processes in some countries were met with stiff resistance where change was misunderstood. Nonetheless, in other countries the management of curriculum change and the change processes were understood by some change agents and some educational stakeholders Recommendation number 4 (see paragraph 6.4.1) highlights some basic issues learnt from other countries which may help the basic school management teams and class teachers to sharpen their management skills in managing curriculum change. Chapter 3 thus assisted in widening the researcher's perspective on the issues of managing curriculum change, thereby assisting his interpretation of empirical data in Chapter 5. Chapter 3 provided an answer to the second research question: How is curriculum change managed internationally? The international perspective made the

researcher aware of aspects in the management of curriculum change (highlighted in Chapter 3) to which he had to pay attention in the collection and analysis of the empirical data in Chapter 5.

6.2.3 A summary of the research design and methods: Chapter 4

The researcher selected a *case study* as a research strategy for the study (see paragraph 4.6). The cases studied were the basic school head teachers, the deputy head teachers, the senior teachers and their class teachers in Basic school A and Basic School B. The purposive sampling technique was useful in this study to identify the participants in both Basic School A and Basic School B. Convenience sampling was the method used for the purpose of convenience (see also paragraph 4.7.2.2).

There were 34 research participants who were involved in the interviews, which comprised the head teachers, the deputy head teachers, the senior teachers and the class or subject teachers. The unstructured interviews allowed the subjects freedom of expression on the topic and helped as an exploration to formulate research questions for focus group interviews. Semi-structured interviews involved the two basic school head teachers, their deputy head teachers, senior teachers and those class teachers chosen for the purpose (see also paragraph 4.8.1.3).

Focus group interviews were used by the researcher as guided open-ended discussions with small homogeneous groups (selected class teachers). The researcher used focus group interview guides that comprised the fundamental or core research questions (see also paragraph 4.8.1.4). Field observations were used by the researcher as data collection technique, which involved systematically selecting, watching and recording the behaviours and characteristics of the research participants selected for observation (see also paragraph 4.9; Appendices 1, 2, 3, 4 and 5).

The documents examined in this study comprised internal memos, and external documents, communication documents, such as the curriculum framework document, magazines and circulars, statutory instruments, minutes, record books, letters, school diaries, bulletins, the national syllabuses, education policy documents, statutory instruments and education acts, teaching documents, such as the syllabi, the schemes of work, records of work, weekly forecasts, the assessment schedules, the lesson plans, communiqués and workbooks, policy

documents, terms and conditions of service, the school or administrative memos (see also paragraph 4.11). Document analysis indeed played a key role in the research.

Data analysis was concerned with organising the data, breaking data into manageable units and systematically synthesising data and searching for patterns (see paragraph 4.13). Issues of trustworthiness (see paragraph 4.15), including reliability (see paragraph 4.15.2), research credibility (see paragraph 4.15.1), validity (see paragraph 4.15.3) and transferability (see paragraph 4.15.4) were duly attended to, as well as the important issue of research ethics (see paragraph 4.16).

6.2.4 A summary of key empirical research findings: Chapter 5

In this paragraph the researcher will present a brief summary of the key research results generated from the empirical research. The relevant key discussions in Chapter 2 and Chapter 3 as well as information obtained from the interviews, observations and document analysis were integrated into the discussion in Chapter 5. Chapter 5 presented the core or central focus of this research work. The following summary is structured in accordance with the empirical data obtained from the two studied basic schools as presented in Chapter 5, and also serves as the answer to Research Question 3: How is curriculum change managed in the Mongu Township of Zambia?

6.2.4.1 Factors impacting on the effective management of curriculum change

There were many factors discovered by the researcher impacting on the effective management of curriculum change and change processes which are presented next.

- **Effective communication skills in managing curriculum change**

Effective communication skills in managing curriculum change were discovered by the researcher to have been achieved by the basic school management teams and the class teachers (see paragraph 5.3.1.1).

- **Institutional strategic and work plans**

Paragraph 5.3.1.2 highlighted the relevance of the institutional strategic plans in basic schools. The institutional strategic plans are documents which the school management teams designed for guidance in the execution of the basic school affairs. The institutional strategic plans were found to have contained designed plans and information on the execution of curriculum change. Basic School A and Basic School B designed strategic plans as institutional documents in accordance with what the school intended to implement.

The researcher explored the execution of the institutional strategic plans by analysing the strategic plans as management documents containing insight into what the basic schools intended to achieve. The analyses were done by the researcher to ascertain the extent to which planning to manage and supervise curriculum change was effectively accomplished (see paragraph 2.5.1). The institutional strategic and work plans were attempted to be executed in the schools. However, the results of executing the institutional strategic plans were not satisfactorily realised in the studied schools.

- **Continuing Professional Development (CPD)**

Paragraph 5.3.1.3 focused much on the Continuing Professional Development, which the basic school management teams and class teachers were expected to implement in managing curriculum change. The basic school leadership and class teachers were found to lack some basic management skills to enable them to function effectively. A basic school head teacher cannot perform well if he/she does not have sufficient management skills to manage curriculum change. Britain was concerned about its head teachers and demanded them to acquire the basic skills to manage school affairs effectively (see paragraph 3.2.2). Studies conducted in Western Uganda, for example, also indicated that qualified school management produced good results in the management of the planned school programmes (see paragraph 3.5).

The Curriculum Framework Guide of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:15) contains guidance on how to conduct CPD activities that are aimed at improving the management of curriculum change. The carrying out of continuing professional capacity building or development (CPD) is mandatory for the school

management teams (leadership) and the class teachers. However, there were many challenges faced by the school management teams and class teachers in the implementation of CPD. Continuing professional development coupled with professional meetings was meant to assist the head teachers and class teachers to achieve the scheduled school activities and institutional programmes for performance enhancement.

Both schools conducted CPD activities to enhance class teacher competencies and professionalism. The written and documented reports on the conducted CPD activities were found in the head teachers' offices. The CPD reports which the researcher investigated were generated in September 2016 and were documented in the School-In-Service Reports (SIR) and the school diary of September 2016. The reports revealed that achievements in classroom teaching and learning were recorded following the implementation of CPD. Furthermore, through the implementation of CPD activities, such as the Head Teachers-In-Service Meetings (HIM), the school management of School A and School B were kept abreast with trends in school management. The researcher formulated the recommendation number 3 for the improvement of the management skills of the basic school head teachers, the deputy head teachers, the senior teachers and class teachers. Recommendation number 3 will improve the management skills through implementation of the continuing professional capacity building or continuing professional development, the educational programmes such as the School Programme of In-Service for the Term (SPRINT), the Inclusive Schooling Programmes (INSPRO), and In-Service School Training (INSET) in the basic schools.

- **Implementation of the planned teaching schedules**

Paragraph 5.3.1.4 highlighted the implementation of the planned teaching schedules in the schools. (Paragraphs 2.5.1 in Chapter 2 also highlighted issues of planning to manage curriculum change at the institutional level.) The paragraphs provided clues on how the teaching and instructional work schedules would be implemented in the basic schools. In some cases, unlike in others, adequate work coverage in the planned teaching schedules by the studied class teachers in the two schools helped the class teachers to accomplish their work. The researcher found, after a thorough observation (see Appendix 5), that some class teachers in both basic schools performed fairly well in the implementation of planned work schedules. In a way, the adequate implementation of planned work schedules provided some class teachers with the opportunity for the effective implementation and management of curriculum change.

The syllabi, the schemes of work, the weekly forecasts, the records of work and the lesson plans were handled and implemented well by most of the studied class teachers despite the fact that the same class teachers still faced a lot of challenges in handling the stated teaching documents. Records keeping and documentation, like the syllabi, the schemes of work, the weekly forecasts, the records of work, assessment schedules and the lesson plans as highlighted above were utilised in both basic schools under study. These achievements in handling the stated teaching documents improved, to a certain degree, the way curriculum change and change processes were managed and implemented. The analyses of the teaching documents like the syllabi, the schemes of work, the weekly forecasts, the records of work and the lesson plans proved that there was evidence of planning and implementing the teaching schedules. On the other hand, the availability of the teaching documents in the two basic schools did not warrant, in some cases, the effectiveness in managing curriculum change and change processes. Nonetheless, managing curriculum change was effectively done as is indicated below. CPD, as discussed above, helped to achieve the stated goals.

The researcher discovered that there were a lot of gaps and omissions in the prepared schemes of work by class teachers. In School B, five class teachers were found to have serious omissions of important content in the schemes of work. The schemes of work lacked the indication of the essential information and parts of work to be covered. The blank spaces in the schemes of work were indicative of inadequate planning. In School A, four class teachers were found to have left lots of blank spaces in their prepared schemes of work. Records of work for those class teachers teaching grade 8 and 9 classes were not readily available at the time of observation.

Information obtained from the class teachers' teaching files and teaching documents indicated that there was evidence of the execution of the assessment schedules to some degree. The assessment schedules in both basic schools, including those of the home visitation and homework policy, were executed. Some assessment records indicating the assessment of learners classified as children with special education needs (CSEN) were available in the basic schools. Continuous learner assessment in the two basic schools was one of the requirements for implementing curriculum change. In some cases, the assessment schedules were not adequately executed by class teachers. All children, regardless of their physical and mental status, must be accommodated in the delivery of quality education. Assessment was found to

be one of the class teachers' job descriptions which they were required to execute effectively (see paragraph 5.3.2.4).

- **Effects of motivation in managing curriculum change**

Paragraph 5.3.1.5 contained basic issues on the effects of motivation, one of the management roles of the school managers in managing curriculum change. Attending to issues of motivation required head teachers who were good supervisors, planners, leaders and organisers to fulfil their management roles. Motivation was one of the key driving forces which could help to shape the work performance of the class teachers. Intrinsic and extrinsic motivation might have proved to be the lasting boost to teacher commitment and dedication in their work. Class teachers were discovered to have been motivated by the basic school management when they awarded prizes in kind and monetary form during the world teachers' day celebration. The awards given to class teachers on the world teachers' day celebration that fell on the 5th of October 2017, proved to be a motivating factor towards hard work, commitment, zeal and dedication to work.

- **The management roles in managing curriculum change**

Paragraph 5.3.2 comprised a detailed presentation of the management roles of the head teachers, the deputy head teachers and the senior teachers who were charged with the management obligations in the basic schools. (see also paragraphs 2.5.1.4, 2.5.1.5 in Chapter 2). The management activities of the basic school head teachers were recorded in documents like the financial files, the basic school profiles, the administration files, the management files, minute's record files or books, infrastructure files, admission files, correspondence files, co-curricular files and the strategic plan files.

According to the interviews carried out, it was discovered that the head teacher, deputy head teacher and the senior teachers could not spell out and define their management roles, neither did they understand their roles according to the management functions model. The management roles of the basic school head teachers, the deputy head teachers, the senior teachers and the class teachers are aligned to their job descriptions. These roles are consecutively discussed below.

The researcher discovered that the management roles of the basic school head teachers, which were aligned to their job descriptions, were not satisfactorily implemented. If the management roles of the head teachers, which included: *'planning, organisation, guiding, co-ordination, leading, delegating, directing, assessing, controlling, managing, report generation, administering, supervising, monitoring, observation, conducting staff meetings, the execution of the professional and academic programme, policy interpretation and management'* were satisfactorily executed, the management of curriculum change would be adequately achieved. Consequently, the failure by the basic school head teachers to maintain their management roles made the researcher to formulate recommendations number 1, 2, 3, 8, and number 11 in order to manage curriculum change and change processes effectively.

Paragraph 5.3.2.2 contained the management roles of the basic school deputy head teachers. The management roles of deputy head teachers were also linked to their job descriptions. The deputy head teacher's management roles which are enshrined in the Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:15) include the following: *'maintaining academic performance, executing the professional programmes, supervision, conducting professional and orientation meetings, records keeping and maintenance of physical infrastructure.'* The researcher discovered that the implementation of the basic school deputy head teachers' management roles in the schools was unsatisfactory. If the management roles of the deputy head teachers, which were aligned to their job descriptions, were satisfactorily executed, the management of curriculum change would be adequately achieved. The failure by the basic school deputy head teachers to uphold their management roles which were aligned to their job specific descriptions made the researcher to formulate recommendation number 1, 2 and 3 in view of helping them to sharpen their management skills in managing curriculum change and change processes.

The basic school senior teachers' management roles, which are enshrined in the Curriculum Framework Guide of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:15) essentially comprise: *'teaching, supervision, conducting both professional and academic or orientation staff meetings.'* The basic school senior teacher's principle accountabilities encompassed: *'monitoring the planning of schemes of work, weekly forecasts and records of work, monitoring and evaluating the use of teaching and learning materials, supervision, and conducting professional and orientation meetings and teaching'* (see paragraph 5.3.2.3). The researcher discovered that the implementation of the basic school

senior teachers' management roles in the School A and School B was unsatisfactory. The management roles of the senior teachers were actually linked to their job descriptions. In consequence, if the roles of the senior teachers, which were aligned to their job descriptions, were satisfactorily executed, the management of curriculum change would be adequately achieved. Subsequently, the failure by the basic school senior teachers to maintain their management roles made the researcher to formulate recommendation number 1, 2 and number 3 in view of assisting to sharpen their basic management skills to manage curriculum change and change processes satisfactorily.

The Curriculum Framework Guide of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:15) contains the management roles of class teachers. The management roles of the class teachers were actually linked to their job descriptions. The basic school class teachers are charged with the following responsibilities which are also their management roles designated for the classroom teacher: '*planning, teaching, classroom management*' and '*assessment*' of learners to improve their learning performances and achievements (see paragraph 5.3.2.4). It was found that some class teachers did not adequately execute their roles. If the management roles of the class teachers, which were aligned to their job descriptions, were satisfactorily executed, the management of curriculum change would be adequately accomplished. In consequence, the failure by the basic school class teachers to carry out their management roles adequately made the researcher to formulate recommendation number 1, 2, 3, 7, 9 and 12 in order to manage curriculum change and change processes comprehensively in the basic schools.

6.2.4.2 Negative factors impacting on the management of curriculum change

There were prominent negative factors and challenges impacting on the management of curriculum change which the researcher discovered during the empirical research. The following were the noted negative factors and challenges impacting on the management of curriculum change and change processes in the studied basic schools.

- **Arbitrary execution of the internationally sponsored educational programmes**

The failed implementation of the internationally sponsored education programmes in the basic schools was due to the inconsistencies in the implementation systems by the central

government of Zambia. It was discovered by the researcher that ill-funding, non-sustainability, inadequate management and unsatisfactory mode of implementation by the central government led to the collapse of the implemented educational programmes indicated below, particularly, in the Western Province of Zambia of which the two studied basic schools formed a part. The following educational programmes were introduced in Zambia to improve the management of curriculum change through injected funds by the donor countries, but failed:

- The British-sponsored educational programme called Action to Improve English, Mathematics and Science (AIEMS),
- The USAID-sponsored educational programmes such as Community Health and Nutrition, Gender and Education Support (CHANGES 1 and CHANGES 2), the Education Quality Implementation Programme (EQUIP 1 and EQUIP 2), the Accelerated Decentralized Development (ADD).
- The Western Province Education Programme (WEPEP).

The failure by the central government of Zambia to carry on their functions of implementing the educational programmes made the researcher to formulate recommendation number 5 and 8 in order to manage curriculum change and change processes satisfactorily.

- **Inadequate work coverage of basic school practical subjects**

The researcher found that the coverage of practical subjects was inadequate in the two studied basic schools. The researcher made a comparative analysis of the syllabus and the teaching documents, such as the schemes of work, to assess the adherence to planning strategies. The researcher discovered that the planning strategies by class teachers were not correctly followed. The researcher analysed also the schemes of work, records of work, weekly forecasts and the lesson plans in School A and School B. The researcher discovered that the teaching documents contained little information and evidence of adequate work coverage in practical subjects, particularly ICT, Woodwork (WW), Metalwork (MW) and Technical Drawing (TD). Subsequently, the failure by the class teachers to carry on their planning strategies and classroom teaching adequately made the researcher to formulate recommendations number 7, 9, 10 and 12 in order to manage curriculum change adequately.

- **Inadequate basic school class teacher qualifications**

The researcher found that low teacher qualifications in the teaching of Science, Mathematics and practical subjects created a big challenge in managing curriculum change in the two basic schools (see Tables 5.1, 5.2 and 5.3), especially at Grade 8 and 9 levels. The Zambia Qualifications Authority Act of 2011 is more explicit about the improvements of class teacher qualifications to manage curriculum change in the basic schools. Great Britain (see paragraph 3.2.2) and Western Uganda (see paragraph 3.5) case studies indicated that the basic qualifications at the classroom management level were the key issues towards achieving management tasks of planning and teaching adequately. According to the study conducted in Britain and Western Uganda, it was mentioned that the management of curriculum change would not be accomplished effectively if the role players in the management sector were ill-qualified.

- **Ineffective teaching of Mathematics and Science subjects**

As discussed above, ineffective teaching of Mathematics and Science subjects resulted from low teacher qualifications. The researcher accessed the class teachers' teaching files and teaching documents, such as schemes of work, weekly forecasts, lesson plans and assessment schedules, including learners' exercise books. Learners' exercise books were requested by the researcher to be checked to assess the extent to which work coverage was maintained correctly and examining how they performed. The researcher discovered that female class teachers, who made up the majority of the teaching staff in the two studied basic schools, did not willingly teach Mathematics and Science subjects and themselves felt that the teaching of Mathematics and Science subjects was difficult to handle. Most of the class teachers were found to have a negative attitude towards the teaching of Mathematics and Science subjects.

The researcher discovered that the teaching documents, such as the schemes of work, weekly forecasts, lesson plans and assessment schedules contained very little information on planning to teach Mathematics and Science subjects. This failure by the basic school class teachers made the researcher to formulate recommendations number 7, 9 and 12. If these recommendations are adopted they may improve the way the basic school class teachers teach Mathematics and Science subjects in order to improve learner performances.

- **The imperfect implementation of subject integration**

One of the pertinent issues enshrined in the education policy document of May 1996: *Educating Our Future* was subject integration. Subject integration was discovered by the researcher to have created problems in the implementation of curriculum change. The basic school class teachers who were trained under the Zambia Primary Curriculum (ZPC) and the Zambia Basic Education Curriculum (ZBEC) found subject integration a big challenge. Those basic school class teachers did not receive sufficient training to handle subject integration skilfully. The researcher found that there was no evidence whatsoever in the teaching documents of 5 class teachers in School B and 5 class teachers in School A of planning to teach subject integration. This failure by the basic school class teachers to teach subject integration made the researcher to formulate recommendations number 7, 8, 10, 11 and 12 in view of managing curriculum change and change processes.

- **Inadequate provision of learning requisites**

The researcher discovered many challenges in the provision of the basic teaching and learning resources in the studied basic schools. The management of curriculum change would be executed better if the basic schools had adequate provision of teaching and learning resources. The researcher made a school survey in School A and School B to assess if the basic schools had adequate provision of the necessary teaching and learning resources. The researcher learnt that the inadequate provision of learning requisites and learning resources contributed to the failure of managing curriculum change adequately. The researcher found that the large teacher-pupil ratio reduced the equal utilisation of the available teaching and learning resources. The lack of enough desks and chairs in the classrooms made it uncomfortable for the learners to enjoy lessons. These factors resulted in more absenteeism amongst school-going children as revealed in the class registers which the researcher accessed. The failure by the central government of Zambia to provide sufficient education resources made the researcher to formulate recommendation number 5 and 10 so that the management of curriculum change is better achieved.

- **Unsatisfactory supervision, monitoring and evaluation**

The observations made provided the researcher with information on the supervision, observation and evaluation taking place in both basic schools (see paragraph 5.3.3.2). Supervision, observation and evaluation are basic elements of management control in the management functions model included in the management roles of the basic school head teachers as well as the Education Standard Officers (Ministry of Education 2010:12). The basic school head teachers did not sufficiently execute their supervisory roles to make sure that class teachers performed their job adequately. Furthermore, there was inadequate observation and supervision visits to both schools performed by the District Education Standards Officers (DESOs) and the Education Standards Officers (ESOs) from Mongu District Education Board as well as by the Senior Education Standards Officers (SESOs) from the Provincial Office of the Provincial Education Officer (PEO).

The researcher discovered that the inadequate supervision and observation visits allowed most class teachers to be slack in planning to teach and indeed in the actual lesson presentations. In accordance with the education policy of the Ministry of Education, Science, Vocational Training and Early Education (2013:17), each class teacher must be observed three times per year or once per term by the Senior Education Standards Officers (SESOs) from the Provincial Education Officer's office or the District Education Standards Officers (DESOs) and the Education Standards Officers (ESOs) from the District Education Office, but this was neglected.

There was no evidence whatsoever in the school log book and visitor's book of the Senior Education Standards Officers (SESOs), the District Education Standards Officers (DESOs) and the Education Standards Officers (ESOs) conducting monitoring, supervision, observation and evaluation in the two basic schools. It meant that the teachers were not tracked sufficiently to ascertain the extent to which they planned, taught, assessed and managed the class activities satisfactorily. However, the basic school management teams attempted to monitor, supervise and observe class teachers using the *'My Monitoring Tool'*, a monitoring, supervision, observation and evaluation instrument. The failure by the Senior Education Standards Officers (SESOs), the District Education Standards Officers (DESOs) and the Education Standards Officers (ESOs) to execute their monitoring, observation and supervisory roles adequately

made the researcher to formulate recommendation number 11 so that the management of curriculum change is better achieved.

- **Misconceptions of the mission statement and vision**

The mission statement and vision provide the direction to the basic schools for the effective management of curriculum change. The mission and vision statements provide a guideline to adhere to with regard to profound organisational behaviour in managing the time, human, financial, and material resources in the school. The observations made (see paragraph 5.3.3.2) and document analyses provided the researcher with information on how the mission statement and vision were developed in both schools. The basic school managers are expected to design their school mission and vision statements in line with the ministerial formulated mission and vision statements. The mission and vision statements provide the basic school managers with school philosophies for implementing and managing curriculum change and also for interpreting education policies. The researcher discovered that the education vision 2030 of the Ministry of General Education and the mission statement in Basic School B did not match. However, the researcher discovered that the mission statement in Basic School A was better aligned to the Ministry of General Education mission statement.

6.2.4.3 Classroom challenges in managing curriculum change

This paragraph comprises numerous classroom challenges in managing curriculum change discovered by the researcher in the studied basic schools.

- **Unhygienic school and classroom environment**

The researcher discovered during the school visits that some classroom environments were not clean at the time of visits and observations. There was a great deal of trash that had not been disposed of from the school premises. Filthy conditions in and around the classrooms did not offer a conducive teaching and learning climate. The School Healthy Nutrition (SHN) programme is an educational programme which basic schools are expected to implement. The SHN programme covered issues related to clean classrooms, good sanitary conditions, provision of conducive and clean toilet facilities, clean and clear water reticulation systems,

clean sources of food and the general cleanliness of children regarding the health of their bodies. The sanitary conditions in the schools relating to toilet facilities were in a deplorable state. One can indeed argue that the implementation of any curriculum change is affected by the health conditions in the basic schools. The failure by the Senior Education Standards Officers (SESOs), the District Education Standards Officers (DESOs) and the Education Standards Officers (ESO) to carry out their duties regarding a healthy school teaching and learning environment made the researcher to formulate recommendation number 11 in view of maintaining the basic school environments for managing curriculum change well.

- **Inconsistent and incompatible teaching formats**

The researcher was able to make an informed judgement on the incompatibleness and incoherence of the teaching formats presented by class teachers after analysing the following teaching documents: syllabus, scheme of work, weekly forecast, records of work, lesson plans and assessment schedules. Class teachers are required to adhere to the stipulated guidelines provided by the education authority with regard to the correct planning and adherence to the teaching formats. The failure by the basic school class teachers to maintain their management roles with regard to the adherence in the teaching formats made the researcher to formulate recommendations number 2, 5, 7, 8, 9, 10 and 12 in view of improving their ways of planning to teach and managing curriculum change effectively.

- **Inadequate work coverage of the syllabus**

The researcher conducted a thorough comparative analysis of the teaching documents. The researcher discovered inconsistencies in the way planned work was executed. Each class teacher must have a copy of the basic school syllabuses and must cover the relevant content in the syllabus that he or she teaches. The researcher discovered that the work that was planned to be covered, which was prepared in the schemes of work, weekly forecasts, records of work and lesson plans by class teachers in School A at a grade 5 level revealed that there was inadequate coverage of the syllabi. Recommendation number 9 will assist class teachers to cover much of the planned work and content in the syllabus in order to accomplish the institutional goals of teaching and learning satisfactorily.

- **Misunderstandings of outcomes and objectives**

The syllabi, schemes of work, weekly forecasts, records of work and lesson plans were perused by the researcher for analyses. The researcher discovered, after a thorough analysis of the presented teaching documents, that most class teachers who took part in the study in the two basic schools did not comprehend the differences between *specific outcomes* and *specific objectives*. The researcher discovered variations in the way the specific objectives for the lessons were stated that confirmed that class teachers did not adhere to the policy guidelines enshrined in the new curriculum, thereby failing to manage curriculum change adequately. Recommendations number 5, 6, 10 and 12 will assist the basic school class teachers to clear the misunderstandings in order to improve learners' performances.

- **Inadequate preparation of lesson plans**

The researcher discovered that most class teachers in both basic schools lacked the indication of the four characteristics of the stated specific objectives, namely, (a) *the time frame*, (b) *the condition*, (c) *the action verb* and (d) *the focus*. The observed class teachers omitted the mentioned required characteristics of lesson plans. Recommendations number 5, 6, 10 and 12 will assist class teachers to prepare and cover the planned work adequately and manage curriculum change better.

- **The application of quality teaching and learning aids**

A large number of class teachers in both basic schools indicated the use of a chalkboard, a ruler and a duster as teaching aids which was actually contrary to the correct way of planning. This inadequate choice of the right teaching aids was spotted during the classroom observations conducted by the researcher. The guidelines provided in the Curriculum Framework Policy Guidelines of 2013 of the Ministry of Education, Science, Vocational Training and Early Education (2013:18) are very explicit regarding the use of teaching aids in the classroom. The researcher discovered that class teachers observed in the two basic schools could not differentiate between a teaching aid and pieces of equipment used for teaching. The researcher observed that most class teachers in both basic schools did not adhere to the principle of using real *objects* as teaching aids in the classroom lesson presentation. Most of the class teachers

observed in both schools were discovered to have failed to use correctly the right teaching aids for the lesson preparation and presentation. Recommendations number 5, 6, 7, 8, 9 and 11 will assist class teachers to use teaching aids correctly, which forms part of the effective management of curriculum change.

- **Unsatisfactory use of the local language for instruction**

The researcher became aware of the challenges of using Silozi as a local language for instruction by class teachers. According to the policy of the Ministry of Education (2001:35), a local language which is prevalent and is in existence or spoken in a local area is used as a medium of instruction from grade 1 to grade 4 in basic schools. Silozi is the medium of instruction from grade 1 to grade 4 in the Western Province of Zambia. Some class teachers who could not speak Silozi as a local language were assigned to teach children in grade 4 in Basic School A. Those class teachers found the teaching of Silozi as a local language and using it as a medium of instruction a big challenge. Recommendation number 8 will assist to address this issue and hereby managing curriculum change better.

- **The impact of the inclusive education policy**

The inclusive education policy implied that both the normal and physically or mentally challenged children would learn in the same classroom. The children with learning disabilities or impairments would, thus, learn together in the same mainstream or classroom with children who were not physically and mentally challenged. The class teacher in Basic School A who handled inclusive education was discovered not to have been trained to teach and handle the identified children with learning impairments prior to this change from exclusivity to inclusivity. School B had no special unit for inclusive education. Recommendations number 5, 8 and 10 will assist the class teacher to cover much of the planned work intended for teaching to children with learning disabilities or impairments. The focus must be placed on the effective management of curriculum change and change processes so as to attain quality delivery of education to all learners.

- **Execution of homework and home visitation policy**

The homework and home visitation policies are some of the government policies mandated to be executed fully by all the class teachers (Ministry of Education 2010:6). Class teachers are expected to give tasks to learners to do as homework. It is expected that at home parents will help and participate in improving the education of their children. The education policy indicates that parents are partners in the delivery of quality education for their children (Ministry of Education 2010:6). Therefore, they are expected to participate in ensuring that their children receive the delivery of quality education which the society demands. Therefore, the entire family and parents are vital partners and contributors in the learners' education. It is believed that at home parents will help and participate in improving the education of their children when they are involved to assist in the learning of their children (Haider, *et al*; 2012: 117; Rigby, 2011:406). The researcher found that the execution of the homework and home visitation policy was satisfactorily achieved by the basic school management and class teachers. Recommendations number 1, 2 5, 8 and 12 will assist class teachers to cover much of the planned work scheduled for the implementation of the homework and home visitation policies.

The results of the research have so far been summarised for the various chapters and their relevance to Research Question 3 have been indicated. This presents a platform for the researcher to present the research conclusions next.

6.3 RESEARCH CONCLUSIONS

In this paragraph the researcher will present a brief summary of research conclusions highlighting particular issues that are relevant to Research Question 3 which was also addressed in the summary of Chapter 5 presented in paragraph 6.2. This is a further extension of the work already done in paragraph 6.2.

The first issue that is highlighted relates to the management roles of the basic school management teams and class teachers in managing curriculum change.

The management roles of the basic school head teachers comprised the following: *'planning, organising, guiding, co-ordinating, leading, preparing, developing, delegating, assessing, controlling, managing, administering, supervising, monitoring, evaluating, assessing,*

observing and running meetings’ (see Chapter 5 paragraph 5.3.2.1 as well as paragraph 6.2.4.1 above). These management roles are implemented to manage curriculum change. The management roles of the management teams and class teachers are actually aligned to their job descriptions. The management roles of the basic school management teams and class teachers in managing curriculum change were presented and discussed by the researcher in Chapter 2 (see paragraphs 2.5.1.4. and 2.5.1.5).

The application of the management functions and the management roles were discovered not to have been explicitly executed by the basic school head teachers in the two studied basic schools as summarised in paragraph 6.2.4.1 and Chapter 5 paragraph 5.3.2.1. The basic school head teachers could not explicitly indicate their management roles in the management of curriculum change when they were interviewed by the researcher which might explain why the management of curriculum change was not done well. They did not even state roles contained in the management functions model. If the management roles were adequately implemented by the basic school head teacher, the deputy head teachers, the senior teachers and the class teachers, the implementation and management of curriculum change would be achieved satisfactorily.

The basic school deputy head teacher’s management roles are enshrined in the Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:18). The management roles of the deputy head teachers were discovered by the researcher during the study as follows: *‘maintaining academic performance, executing the professional programmes, supervision, conducting professional and orientation meetings, records keeping and maintenance of physical infrastructure’* (see Chapter 5 paragraph 5.3.2.2). The basic school deputy head teachers were discovered by the researcher not to have understood their management roles. This was evident from the kind of responses they gave when they were interviewed by the researcher. In the same vein, if the management roles were adequately implemented by the deputy head teachers, the implementation and management of curriculum change and change processes would be achieved satisfactorily.

The basic school senior teacher’s management roles are also enshrined in the Curriculum Framework Guide of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:19). The management roles of the basic school senior teachers included the following: *‘teaching, supervision, monitoring, and holding professional and academic*

meetings. Senior teachers' principle accountabilities (meaning: the actual work done) encompassed the following: *'monitoring the planning of schemes of work, weekly forecasts and records of work, monitoring and evaluating the use of teaching and learning materials, supervision, and conducting professional and orientation meetings and teaching.'* The basic school senior teachers' management roles were presented and discussed in Chapter 5 paragraph 5.3.2.3). It was discovered by the researcher that the basic school senior teachers did not comprehend their management roles when they were interviewed by the researcher during the semi-structured interviews sessions. Similarly, if the basic school senior teachers executed their management roles adequately, the implementation of curriculum change and change processes would be accomplished satisfactorily. The basic school senior teachers need to improve on the execution of their roles.

The basic school class teachers were found also to be full time managers of their children in the classroom teaching and learning environment. The management responsibilities or roles of class teachers include: *'planning, teaching, classroom management'* and lastly *'assessment.'* The basic school class teachers' management roles of planning, teaching, managing classrooms and conducting regular assessment were discovered by the researcher to be misunderstood. This misunderstanding on the part of the class teachers' management roles raised a serious concern about the management of curriculum change. It seemed that ignorance, laziness, inadequate qualifications and the failure to execute the management functions adequately resulted in the failure to manage curriculum change effectively. Recommendations number 1, 2, 5, 8, 10 and 12 will assist the basic school class teachers to manage their management roles in teaching effectively.

According to the investigation conducted, the job descriptions that were prescribed in the Curriculum Framework Policy Guidelines of 2013 of the Ministry of General Education were not attended to properly by the school management teams and class teachers. As a result, the management of curriculum change and the change processes, as well as the interpretation of the education policies were not successfully achieved by the basic school management teams and class teachers. Recommendations number 1, 2, 3, 5, 6, 8, 10 and 12 will assist the basic school managers and class teacher to do better on their job descriptions. The focus must be the effective management of curriculum change.

The second issue highlighted relates to the *challenges that affect the effective management of curriculum change provided by the basic school management teams and class teachers?*

The major challenges in managing curriculum change by the management teams and the class teachers were summed up and discussed in Chapter 5 paragraph 5.3.3.1, namely:

- Arbitrary execution of the internationally sponsored education programmes
- Inadequate work coverage in practical subjects
- Inadequate teacher qualification
- Ineffective teaching of mathematics and science subjects
- The imperfect implementation of subject integration
- Inadequate provision of learning requisites
- Unsatisfactory supervision, monitoring and evaluation
- Misconceptions of the mission statement and vision

The classroom challenges in managing curriculum change were also summed up in Chapter 5 paragraph 5.3.3.2 as follows:

- Unhygienic school and classroom environment
- Inconsistent and incompatible teaching formats
- Inadequate work coverage in the syllabus
- Misunderstandings of outcomes and objectives
- Inadequate preparation of lesson plans
- The application of quality teaching and learning aids
- Unsatisfactory use of the local language for instruction
- The impact of the inclusive education policy
- Execution of homework and home visitation policy

These challenges were also summed up in paragraph 6.2.4.2 and 6.2.4.3. The reason for mentioning them here is to highlight their relevance to the management of curriculum change once again, since they impact on the management of curriculum change and need to feature in the recommendations made.

The third issue highlighted relates to the educational programmes, the teaching and learning materials, methods and techniques implemented by class teachers in the management of curriculum change?

Issues related to the educational programmes, the teaching and learning materials, methods and techniques implemented by class teachers in the management of curriculum change are important in this study. Continuing Professional Development was one of the basic school requirements to be put in place to enhance class teacher competencies and skills development. CPD was done through conducting a series of in-house school training sessions in Basic School A and Basic School B. The purpose of conducting CPD in basic schools was aimed at building teachers' competencies and professional skills for executing and improving the implementation of educational programmes and also the teaching and learning methods and techniques through the School Programme of In-Service for the Term (SPRINT), In-Service School Training (INSET) and Inclusive Schooling Programme (INSPRO). The researcher discovered that not enough was done to effectively implement and accomplish the educational programmes in both basic schools at the expected standards.

The researcher, furthermore, discovered that the School Health and Nutrition (SHN), the Inclusive School Programme (INSPRO), the School Programme for In-Service for the Term (SPRINT), the Health Promotion Schools Initiative Programme (HPSIP), the School Feeding Programme (SFP), the Personal Hygiene and Sanitation Education (PHASE), In-Service School Training (INSET), Nutrition in Basic Schools (NEBS), Equity and Gender, Guidance and Counselling seemed to suffer the consequence of ill-funding for implementation from the government. There was no recorded evidence and documentation of successful achievement of these education programmes in the Head Teachers-In-Service Meetings (HIM) in basic schools, diaries and the School-In-Service Reports (SIR). Consequently, it was noted that the outcome of the implemented educational programmes and the teaching and learning methods and techniques was not substantial, which adversely affected the management of curriculum change and change processes in the basic schools.

The management of curriculum change was met with challenges because the basic schools had no adequate provision of teaching and learning materials or resources. The observations made and the analyses of the teaching documents, like schemes of work, weekly forecasts, records of work, lesson plans and assessment schedules, provided the researcher with information on the provision of learning requisites in both schools (see also discussion in paragraph 5.3.3.2

and Appendixes 1, 2, 3, 4 and 5). Visits were made to the schools by the researcher to assess if the schools had adequate provision of the necessary teaching and learning resources. The researcher learnt that inadequate requisites and insufficient teaching and learning resources in both schools created the possibility of failing to effectively manage curriculum change. The provision of adequate basic school requisites and sufficient teaching and learning resources go hand in hand with the management of curriculum change. Failure to provide these necessities implies increasing the possibility of failure to manage curriculum change effectively, because the two are inseparable in the way teaching and learning are carried out in basic schools.

The central government and the Ministry of General Education, in particular, failed to fund the basic schools to enable the management teams to procure the required teaching and learning materials. The basic schools, luckily enough, depended upon the meagre resources which the Parents Teachers Association (PTA) provided to the basic schools for the procurement of books, chalk and other required teaching and learning materials. It is the responsibility of the central government of Zambia to provide these necessities and not the PTA. The PTA should be seen to only supplement what central government does. It is erroneous to solely depend on the PTA. This shortfall in the teaching and learning of basic classroom materials has made the researcher to recommend strongly that the central government is required to provide adequate resources for the basic schools in order to improve the delivery of quality education to the learners (see formulated research recommendations number 5, 8, 10 and 12 below).

The observations made and the analyses of the teaching documents provided the researcher with information on the implementation of subject integration in both studied basic schools (see paragraph 5.3.3.1e and 6.2.4.2). One of the pertinent issues enshrined in the education policy: *Educating Our Future* of May 1996 of the Ministry of Education was subject integration. Subject integration, as already discussed above, was a teaching method which basic school class teachers were expected to implement effectively. It was found that subject integration created problems in the implementation of the curriculum change.

The research results showed that class teachers who were trained under the Zambia Primary Curriculum (ZPC) and the Zambia Basic Education Curriculum (ZBEC) found subject integration a big challenge. The researcher discovered that most of the significant methods and techniques such as group work, group discussion, pair work, individual work, role play, debate, simulation, drama, self-regulatory learning, field work or field excursions and many more

teaching methods and techniques were not adequately implemented by class teachers in the management of curriculum change. Consequently, it was discovered that the subject integration accompanied with the application with these methods was not effectively implemented in both Basic School A and Basic School B.

There were many challenges discovered by the researcher in the use and quality of teaching and learning aids. The researcher discovered that the use of quality teaching and learning aids was unsatisfactory. As already discussed above, a large number of class teachers in both basic schools indicated the use of a chalkboard, a ruler, a duster as teaching aids, which was actually contrary to the correct way of planning. The inadequate choice of the right teaching aids was discovered during the classroom observations conducted (see Appendix 5).

Some of the basic school class teachers did not indicate the teaching aids on their prepared lesson plans for guidance before the lesson was actually presented (see paragraph 5.3.3.1f). This was a noted challenge which affected the management of curriculum change. The inappropriate use of the teaching and learning materials contributed that the implementation and management of curriculum change was a challenge.

The fourth issue highlighted relates to how the basic school management and class teachers interpret and implement educational policies in the management of curriculum change?

Only three education policies were investigated by the researcher, namely, the homework policy, home visitation policy and inclusive education policy. Fortunately, the homework and home visitation policies were discovered by the researcher to have been implemented effectively by the basic school management teams and the class teachers in both schools. The homework policy and home visitation policy which are enshrined in the Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013:22) are government education policies mandated to be fully executed by all the class teachers, and the management teams.

The basic school class teachers were expected to give tasks to learners to take home as homework. It was expected that parents at home would help or assist and participate in improving the education of their children. In view of managing curriculum change, the homework policy and home visitation indicated that parents were partners in the delivery of

quality education for their children. Therefore, the parents were expected to participate in ensuring that their children received the quality delivery of education the society demanded (see paragraph 5.3.3.2i). The homework policy and home visitation policy were effectively executed by the basic school class teachers with close supervision from the management teams. Nonetheless, there is still a lot to be done as far as policies such as the RT and the inclusive education policy are concerned in managing curriculum change. The researcher also sufficiently indicated how problematic the implementation of the Curriculum Framework Policy Guidelines of 2013 (Ministry of Education, Science, Vocational Training and Early Education 2013) was for the managers investigated in the study. Other educational policies were not sufficiently covered by the researcher in the study to ascertain the extent to which they were interpreted and implemented by the basic school management teams and class teachers.

Recommendations number 1, 2, 5, 8, 10, 11 and 12 will assist the basic school management teams and class teacher to manage curriculum change through policy interpretation and application.

Particular aspects have now been sufficiently highlighted in this paragraph for the researcher to now present the recommendations for the study as indicated in paragraph 6.4 below.

6.4 RECOMMENDATIONS FROM THE STUDY

In this paragraph the researcher suggests how the management of curriculum change and the change processes and the interpretation of the education policy issues could be handled by the basic school management teams and class teachers in order to bring about improvement in the management of curriculum change. It is envisaged that the research recommendations will facilitate the effective management of curriculum change and the change processes, and indeed, the interpretation of the education policies provided by the management teams and class teachers.

Even decision makers, policy makers, curriculum designers, educational specialists and political stakeholders may find these research recommendations noteworthy in the management of curriculum change and the interpretation of educational policies, even though it is not the intention of the researcher to generalise beyond the confines of the two studied

schools. Nonetheless the research also touched on matters that were relevant beyond the borders of the two schools, and therefore the researcher included these where he deemed it appropriate.

6.4.1 Research recommendation 1

The management and implementation of curriculum change and change processes, as well as the interpretations of the formulated educational programmes and education policies enshrined in the Curriculum Framework Policy Guidelines of 2013 of the Ministry of General Education must be executed effectively by the head teachers, the deputy head teachers, the senior teachers and the class teachers of the basic schools in Mongu Township in Zambia to achieve the desired learner performances and education standards in order to accomplish the quality delivery of education which the society demands from the teaching profession. Thereby they will respond to the education statement and vision of the Ministry of General Education.

6.4.2 Research recommendation 2

The basic school head teachers, the deputy head teachers, the senior teachers and the class teachers in the basic schools studied must effectively implement and interpret their job descriptions which are enshrined in the policy guidelines endorsed in the Curriculum Framework Policy Guidelines of 2013 of the Ministry of General Education to achieve the objectives in the management of curriculum change and change processes.

6.4.3 Research recommendation 3

The basic school head teachers, the deputy head teachers, the senior teachers and the class teachers in the basic schools studied must be effectively trained in their management functions of managing curriculum change contained in the management functions model.

6.4.4 Research recommendation 4

Zambia must link up with international educational organisations to learn the lessons on how the management teams and class teachers in those systems of government manage and carry out effective curriculum change and the required change processes, how the implementation of

educational programmes and policies are endorsed, and how the education authorities can successfully accomplish the interpretation and the administration of the educational programmes and policies.

6.4.5 Research recommendation 5

The Ministry of General Education must provide adequate educational and financial resources for the basic schools in Mongu Township in Zambia and relegate the dependency syndrome on donor communities so as to enable the basic school management teams and class teachers to implement effectively the management of curriculum change and change processes as well as interpreting efficiently the formulated educational policies. This must be done so that the complete overall performance, the comprehensive functioning and management of the designed educational programmes and policies by the Ministry of General Education are accomplished.

6.4.6 Research recommendation 6

The administrative, professional and academic staff meetings must be regularly held by the basic school management teams in the studied basic schools in Mongu Township in liaison with the members of staff who are the real change agents. This must be done to improve the institutional programmes of action' and communication, and to review collaboratively and collegially the achievements and failures in the implementation and the management of curriculum change and change processes, and also to perfect the interpretation of educational policies.

6.4.7 Research recommendation 7

The class teachers in basic schools in Mongu Township in Zambia must adhere to the recommended and stipulated planning strategies of the schemes of work, weekly forecasts, records of work, lesson plans and assessment schedules and stick to the teaching methods, strategies, approaches and techniques as enshrined in the Curriculum Framework Policy Guidelines of 2013 so as to respond to the Ministry of General Education's policy directives of planning, teaching, management and assessment. This needs to be done in order to achieve high learner performances and sustain education standards, accomplish the required quality

delivery of education and to respond to the education mission statement and the vision of the Ministry of General Education which have been formulated to specifically improve the education system in the country.

6.4.8 Research recommendation 8

The continuing professional capacity building or continuing professional development (CPD), the educational programmes such as the School Programme of In-Service for the Term (SPRINT), the Inclusive Schooling Programmes (INSPRO), In-Service School Training (INSET) for the basic school management teams and class teachers should be strengthened and reinforced by the central government of Zambia to improve and achieve the management of curriculum change and change processes, and interpret effectively the education policies enshrined in the Curriculum Framework Policy Guidelines of 2013 of the Ministry of General Education.

6.4.9 Research recommendation 9

Adequate work coverage in the curriculum and the correct implementation of work schedules in the syllabuses, the schemes of work, the weekly forecasts, the records of work, the assessment schedules and lesson plans for learners must be effectively done by the basic school class teachers to provide for the effective management of curriculum change and change processes in order to give effect to the educational programmes and educational policies.

6.4.10 Research recommendation 10

The government of the Republic of Zambia should provide mandatory skills training for the effective execution of curriculum change and change processes and for the execution of the educational programmes. Basic school management teams and class teachers (who are teaching grade 8 and 9 in practical subjects, such as ICT or Computer Studies, Wood Work, Technical Drawing, Mathematics and Science) should get sufficient teaching and learning materials and resources and be provided with the basic school requisites such as desks, classrooms, chalkboards, electricity, water facilities, good sanitation, specialised rooms and laboratories to enable the learners to achieve their educational goals and attain quality delivery of education.

6.4.11 Research recommendation 11

The Senior Education Standards Officers (SESOs) from the provincial office of the Provincial Education Officer (PEO), The District Education Standards Officers (DESOS) and the Education Standards Officers (ESOs) from the District Education Board as well as the basic school management team must carry out effective class teacher monitoring, supervision and evaluation. This must be done in order to examine and assess the extent to which classroom teaching and learning processes provided by the basic school class teachers in the management of curriculum change and the interpretation of education policies are carried out adequately, and to provide professional guidance where required.

6.4.12 Research recommendation 12

The basic school class teachers in Mongu Township must adhere to the stipulated planning and teaching formats, methods, approaches and strategies of planning and teaching as enshrined in the Curriculum Framework Policy Guidelines of 2013 of the Ministry of General Education in order to avoid ambiguities and inconsistencies in planning, and to reduce the potential disparities in the implementation of curriculum change and change processes, and also in the interpretation of educational programmes and education policies.

The researcher will now present the limitations of the study in the following paragraph to show that the researcher encountered a number of unavoidable limitations during the course of conducting the study.

6.5 LIMITATIONS OF THE STUDY

The primary focus of the empirical study was on investigating the management of curriculum change provided by the basic school management teams and the class teachers in the two studied basic schools in Mongu Township in Zambia. However, the researcher encountered a number of limitations during the course of conducting the study. The following were the prominent limitations which the researcher experienced during the course of the research work.

The empirical study which was conducted by the researcher was done according to a qualitative research approach (see Chapter 4 paragraph 4.4). The research participants that were sampled

to participate in the semi-structured and focus group interviews were drawn out of a possible number of 120 staff. The researcher would have liked to involve all potential participants, but this was not possible in a qualitative study. The research participants in the study were purposefully sampled and they indicated their willingness to participate in the study. Nonetheless the researcher cannot completely rule out the possibility that the participants could have withheld information from the researcher that could have enriched the study further. The researcher says this against the background of his professional work involvement in the schools. Furthermore, the researcher admits that the data gathered through the conducted interviews may be somewhat influenced because of the participants' sensitivity associated with the researcher's work position as an Education Standards Officer.

The research participants might not have trusted the researcher despite the assurances by the researcher concerning confidentiality and anonymity (see Chapter 4 paragraph 4.16.1). The research participants were sensitive and reserved in the semi-structured interviews (see Chapter 4 paragraph 4.8.1.3), in the unstructured interviews (see Chapter 4 paragraph 4.8.1.2) and in the focus groups interviews (see Chapter 4 paragraph 4.8.1.4) because some of them refused to be tape recorded in spite of the researcher's complete assurances concerning confidentiality, privacy and anonymity as stated in Chapter 4 paragraph 4.16.1.

The researcher encountered great difficulties in ensuring gender balance in the focus group interviews because most of the available participants were female class teachers. As a result the research findings reflected mostly the views and opinions of the female class teachers who were captured at the time of the administered interviews.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

The researcher attempted to investigate the management of curriculum change. However, there are still some aspects of this empirical study which could not, conclusively, be covered by the researcher. The researcher suggests the following pertinent research issues which could be covered by other interested researchers.

1. Any interested researchers may wish to carry out the same study using completely different research participants in view of the limitations of this study.

2. Prospective researchers may wish to carry out the same type of study in other parts of Zambia.
3. Researchers may wish to undertake an analysis of how the educational programmes (such as the continuing professional capacity building or continuing professional development, the School Programme of In-Service for the Term (SPRINT), the Inclusive Schooling Programmes (INSPRO), In-Service School Training (INSET)) are executed in the basic schools of Mongu Township or any other basic schools in Zambia.
4. Educational researchers may wish to conduct a similar study more in-depth on any aspect of curriculum change that was not comprehensively covered in this study in similar or other basic schools.
5. Researchers may wish to research the implementation of the teaching methods, strategies, approaches and techniques in the management of curriculum change and change processes by the basic school class teachers in schools in Mongu Township or other parts of Zambia.
6. Researchers may wish to examine how the basic school management teams and the class teachers interpret and implement the education policies as enshrined in the Curriculum Framework Policy Guidelines of 2013 of the Ministry of General Education in the management of curriculum change and change processes in more depth in the schools of Zambia.

6.7 CONCLUDING REMARKS

This study has enlightened the researcher concerning the current situation surrounding the management of curriculum change in the two studied schools. The empirical study has made the researcher to change his perception and understanding of the management of curriculum change. The empirical study has also changed the researcher's perception of the implementation of the educational programmes and the interpretation of the educational policies. The data collection process had been the more enriching stage in observing what was actually happening concerning curriculum change, what was being implemented and finding possible explanations for the problems through the insights, perceptions and realities of all the stakeholders in the studied basic schools. The data collection process contributed much to the personal and professional growth of the researcher.

The researcher is an Education Standards Officer, who has now changed into a proactive education officer as a consequence of the study. The researcher views the basic school management teams and class teachers now as individuals prevailing in a social, psychological, political, educational context that may have a significant impact on the management of curriculum change and change processes and also on the interpretation of educational programmes and educational policies to achieve quality delivery of education for the learners. It is the duty of the basic school managers and class teachers to manage curriculum change and change processes and also to effectively interpret educational programmes and educational policies and to teach learners to achieve high standards. Hopefully the recommendations of this study will contribute towards helping these change agents in their management tasks.

The researcher discovered that the management of curriculum change and change processes and also the interpretation of the educational programmes and educational policies in the two studied basic schools were inadequately executed. It is the task of the individuals involved to change their mindsets and management approaches in managing curriculum change and change processes, and also to interpret the educational programmes and education policies to respond to the dictates of the Ministry of General Education so as to attain quality delivery of education. The individual head teachers, the deputy head teachers, the senior teachers and class teachers form an essential link in the basic school management practices in managing curriculum change. This entails that the basic school head teachers, the deputy head teachers, the senior teachers and the class teachers must possess adequate management skills to manage curriculum change effectively. They must be capacitated to improve their management roles, to comply to their job descriptions and to improve in the classroom teaching and learning processes to effectively manage curriculum change and change processes.

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APPENDIX 1: INSTITUTIONAL OBSERVATION INSTRUMENT

REPUBLIC OF ZAMBIA



CONFIDENTIAL

MINISTRY OF GENERAL EDUCATION

DIRECTORATE OF STANDARDS AND CURRICULUM

DEPARTMENT OF STANDARDS AND EVALUATION

INSTITUTIONAL OBSERVATION INSTRUMENT

School particulars

Name of school:..... EMIS:

Zone:.....District:.....Province:.....

Type of School:.....

Grade of School:.....

Date of current observation:

Date of previous observation:

1 Purpose of observation:

.....

.....

2 Administrators' particulars

Name of head teacher:Sex:.....TS:.....

Academic:.....Professional:

Date of first appointment:..... Date of birth:.....

Date of appointment in present post:Confirmed/not confirmed:.....

Comments:

Name of deputy head teacher:.....Sex:.....TS No:.....

Qualifications:.....Academic:.....Professional:.....

Date of first appointment:.....Date of birth:.....

Date of appointment in present post:..... Confirmed/not confirmed:.....

Comments:.....

3 **Establishment:**.....

CLASSIFICATION		SEX		TOTAL
S/N	CATEGORY	MALE	FEMALE	
1.	Number Teachers			
a	Permanent/pensionable			
b	Student teachers			
c	Teachers on contract			
d	Untrained teachers			
e	Assistant teachers			
f	Others (specify) vulnerable			
2.	Qualifications			
a	Masters			
b	Degree			
c	Advanced diploma			
d	Diploma			
e	Primary degree			
f	Primary diploma			
g	Others			
h	Certificate			
3.	Leave			
a	Vocational leave			
b	Paid study leave			
c	Unpaid leave			
d	Maternity leave			

e	Local Leave			
f	Paternity			
g	Sick leave			
4	Bed ridden			
5	Deaths:			
6	Ancillary Staff:			
a	GRZ Payroll			
b	Other (Board, PTA etc)			

Comments:

.....

.....

.....

ENROLMENT:

5.1 Regular classes:

GRADE	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
No. of classes													
Boys													
Girls													
Sub-total													

Comments:

.....

.....

5.2 Open Classes:

GRADE	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
No. of classes													
Boys													
Girls													
Sub-total													

Comments:

.....

5.3 Children with Special Education Needs:

GRADE																									TOTAL
Sex	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
Type of Impairment																									
Visual																									
Hearing																									
Mental																									
Physical																									
Specific Learning Difficulties																									
Sub-total																									

Comments:

.....

5.4 Orphans/ Vulnerable

CLASSIFICATION	BOYS	GIRLS	TOTAL
Lost Mother only			
Lost father only			
Lost Both Parents			
Vulnerable			
Total			

Comments:

5.5 Types of Bursaries

CLASSIFICATION TYPE OF BURSARIES	SEX		TOTAL
	M	F	

Comments:.....

1. RECORDS:

REMARKS:

Admission register	
Attendance register	
Syllabuses	
Disciplinary Board	
Stock books	
Minutes of school meetings- staff, PTA (Parent Teacher Association) Board/Management meetings	
Correspondence files	
Record of extra curriculum activities (subject associations, club, societies)	
Financial records	
Statutory documents: 1.Education Act 2.Terms and Condition 3. Disciplinary Code of Conduct, etc.	
INSET (In-Service School Training) activities SPRINT(School Program For The In-Service Training)	

SIR (School In-Service Records) BOOK	
Log book	
Various books	
Others (Specify)	

Comments:

7

Assessment and Examinations

7.1 Records of continuous Assessment.....

7.2 Record of Examination Analysis.....

CENTRE NUMBER:.....

GRADE	INTERNAL	EXTERNAL	GCE
7			
9			
12			

CURRENT YEAR:.....

NUMBER OF STUDENTS:.....

GRADE	BOYS	GIRLS	TOTAL
7			
9			
12			
COMMUNITY			
GCE			

Comments:

7.3 Security of examination materials:

7.3.1 Metal trunk with padlocks and two sets of keys:

7.3.2 Strong room with burglar bared door, windows and roof:

7.4 Results analysis:

GRADE	YEAR	NO. ENTERED		NO.SAT		NO. ABSENT		NO. PASSED		NO. SELECTED		% PASS		TOTAL % PASS	
		B	G	B	G	B	G	B	G	B	G	B	G	B	G
7	2013														
	2014														
	2015														
9	2013														
	2014														
	2015														
12	2013														
	2014														
	2015														
	2016														
OPEN															

Comments:

- (a) Performance:.....
- (b) Absenteeism:.....

8. INFRASTRUCTURE:
8.1 ROOMS AND FURNITURE

STRUCTURE	NUMBER	COMMENTS
Class rooms (Standards)		
Staff rooms		
Store rooms		
Offices		
Hall		
Laboratories		

Library		
Home economics		
Art and design		
Metal work		
Wood work		
Technical drawing		
Language rooms		
Sick bay		

Comment:.....

8.2 Teacher Accommodation (Permanent/Temporal Structure

Number of Houses required	Number of houses available	Houses occupied by		Number of teachers not accommodated	
		Male	Female	Male	Female
	Permanent				
	Temporal				

Comments:.....
.....

8.3 Preventive Maintenance

Preventive Maintenance Activities	Observations
Rehabilitation	
Maintenance	
Routine Programme	

Comments:.....
.....

9 EDUCATION PROGRAMMES:

S/N	TYPE OF PROGRAMME	EVIDENCE OF IMPLEMENTATION
1.	Equity and Gender (No of Pupils/Teachers Male/Female)	
2.	School Health and Nutrition	
3	• Personal Hygiene and Sanitation Education (PHASE)	
	• Nutrition in Basic Schools (NEBS)	
	• Health Promoting School Initiative (HPISP)	
	• School Feeding Programmes (SFP)	
4.	HIV/AIDS	
5	INSPRO identifying SEN Counselling	
6	PRP: Primary Reading Programme	
7	• NBTL(New Breakthrough To Literacy)	
	• SITE(Step In To English)	
	• ROC(Read On Course)	
8	• IRI(Interactive Radio Instruction)	
9	Production Unit	
10	Others	

Comments:

10 Developmental Projects

Projects	Stage of implementation
1.	
2.	
3.	
4..	

Current project being implemented:

10. Projects completed in the last 1 year:

11 TEACHING AND LEARNING RESOURCES:

General Comments:

NB: Attach a list of Teaching and Learning Materials and equipment

12 SCHOOL ENVIRONMENT AND SPORTING RESOURCES

Facility	Availability	Condition
School Surroundings		
Outdoor play field e.g. basketball, football, high jump, javelin etc		
Indoor play facilities		
Sporting materials and Equipment		

Comments:

.....

13 General Observation

.....

14 Recommendations:

.....
.....
.....

15 Conclusion:

.....
.....
.....

16 Findings:

Area of strengths:

.....
.....

Areas of concern:

.....
.....

17 Recommendations:

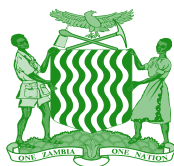
.....
.....

18 Details of Standards Officers:

Name:	TS:	Post:	Date:	Signature:
.....

APPENDIX 2: HEAD TEACHER OBSERVATION INSTRUMENT

REPUBLIC OF ZAMBIA



CONFIDENTIAL

MINISTRY OF GENERAL EDUCATION

DIRECTORATE OF STANDARDS AND CURRICULUM

DEPARTMENT OF STANDARDS AND EVALUATION

HEADTEACHER OBSERVATION INSTRUMENT

1 General information:

Name of school: District: Province:

Name of head teacher: Sex: TS. No.

Qualification: Date of first appointment:

Substantive appointment (head):

Date reported to present school:

Comment(s):

Name of deputy head teacher: Sex: TS.

Date of observation :

2 Purpose of Observation:

.....

3 Staffing level: M: F: Total:

Establishment:

CLASSIFICATIONS	MALE	FEMALE	TOTAL
Masters degree			
1 st Degree			
Advanced diploma			
Diploma			
Certificate			
Untrained			
Others			

Comments:

.....
.....

4. Work plans and school annual work plan and budget (SAWPB)

- Individual work plan for the head:
- School work plan budget:
- Departmental work plans:

Comments :

.....

5 RECORDS (See latest minutes)

5.1. School committees

RECORDS	OBSERVATIONS
P.U. (Production Unity)	
Preventive maintenance	
Disciplinary committee	
Curriculum/Academic	
Examinations	
Distress committee	
Open classes	
Food/Catering	
SHN (School Health Nutrition)	
Social/Entertainment	
Prefects	
Class monitors	
Projects	
Procurement	
Finance	
School textbook selection committee	
Subject Associations	

Guidance	
INSPRO (Inclusive School Program)	
HIV/AIDS	

Comments:

.....

5.2. Meetings:

a. Staff meetings:

.....

b. Board meetings:

.....

c. PTA executive meetings:.....

d. PTA/ AGM:.....

e. Management meetings:.....

6 Record management:

RECORD	OBSERVATIONS
Schemes of work	
Records of work	
Class registers	
Staff registers	
Admission register	
Stock book	
Minutes of staff meetings	
Minutes of board meetings	
Education policy	
Log book	
Terms and conditions of service	
Disciplinary code of conduct	

Financial guidelines	
NIF(National Implementation Framework)	
Training policy	
Standards and evaluation Guidelines	
Visitors book	
Schedule on homework policy	
INSET (In-Service Training) activities	
School clubs	
Schedule for checking of pupils' books	
Lesson observations reports	
Examination results analysis	
Punishment book	
Examination guidelines	
Inventory	
Procurement guidelines	
Education Act	

Comments:

.....

.....

.....

7 Pupil participatory mechanisms:

	Available	Not available	Comments
• School rules			
• Student governance			

8 Infrastructure/facilities:

CLASSIFICATIONS	NUMBER AVAILABLE	CONDITION	COMMENTS
• Classrooms			
• Furniture			
• Chalkboards			
• Toilets			
• Showers			
• Sports/Playing fields			
• Specialised rooms			

Comments:.....

10 School

Projects:.....

Comments:
.....

10.1 User fees: Did the PEO/DEBS approve the user's fees?

.....

10.2 Guiding principles:

Is the school mission statement available and clearly displayed?

.....

10.3 How does the motto link up with the school mission statement?

.....

10.4 What is your personal vision for the school?

.....

10.5

(i) What targets have you set for yourself?

a).....

b)

ii) How many targets (Question 4) have been achieved?

.....
.....

10.6 Given a chance, what changes would you introduce in the education system?

.....

10.7 How often do you meet with:

i) The deputy head:.....

ii) HOD/Senior teachers:.....

iii) Members of staff:.....

11 Observations.

11.1 Strengths

.....
.....

11.2 Weaknesses

.....
.....

12 Recommendations:

1.....
2.....
3.....
4.....
5.....

13 Conclusion

.....
.....

Observed By:

Name: Signature:.....

Position: Date:

Name: Signature:.....

Position: Date:

APPENDIX 3: DEPUTY HEADTEACHER'S OBSERVATION INSTRUMENT

REPUBLIC OF ZAMBIA

CONFIDENTIAL



MINISTRY OF GENERAL EDUCATION

DIRECTORATE OF STANDARDS AND CURRICULUM

DEPARTMENT OF STANDARDS AND EVALUATION

DEPUTY HEADTEACHER'S OBSERVATION INSTRUMENT

1 General Information:

Name of school: District: Province:.....

Name of deputy head teacher: Sex..... TS. No.

Qualification:

Date of first appointment:confirmed/not confirmed:.....

Date of appointment to present position:confirmed/not confirmed:.....

Comment:

.....
.....

Date reported to present school:

.....

Name of head teacher: Sex..... TS. No.:

Date of observation:

Date last observed:

2 Purpose of observation:

.....

3 Staffing level: M F Establishment:

CLASSIFICATION	MALE	FEMALE	TOTAL
Masters degree			
1 st Degree			

Advanced diploma			
Diploma			
Certificate			
Untrained			
Others			
Total			

Comments:

.....

4 Individual work plans (deputy head)

.....

.....

.....

5 School committees (See latest minutes)

RECORDS	COMMENTS
Disciplinary committee	
Preventive maintenance	
Examinations committee	
Timetable committee	
Finance committee	
Prefects/Monitors meetings	
Curriculum	
Assessment	
Anti – AIDS Club	
Sports	
Guidance and counselling	
Safe Club	
JETS(Junior Engineering Technical Subjects)	
Child rights club	

SPRINT(School Program for In-Service Training)	
INSPRO(Inclusive Schooling Programme)	
Others	

5.1 Comments:

.....

6 Daily routine for deputy head:

.....

7 Record management:

CATEGORIES	COMMENTS
Number of teachers observed	
Checking of pupils' books	
Checking of schemes of work/forecasts	
Checking of records of work for teachers	
Checking of staff attendance Register	
Checking of class attendance Register	
INSET(In-Service Training) work in school	

8 Infrastructure/facilities:

CLASSIFICATION	NUMBER AVAILABLE	CONDITION	COMMENTS
• Classrooms			
• Furniture			
• Chalkboards			
• Playing fields			

• Specialized rooms			
• Administration Offices			
• Boys' toilets			
• Girls' toilets			
• Girls showers			
• Male toilets			
• Female toilets			

Sources of water:

Comment:

.....

9 Teaching/learning resources/materials:

9.1 Availability:

.....

9.2 Usage:

.....

10 Guiding principles:

10.1 How often do you meet with the head teacher?

.....

10.2 Given a chance what changes can you bring in the school?

.....

10.3 What is the vision of the school?

.....

10.4 What is the mission statement?

.....

10.5 What is the school motto?

.....

10.6 How does the school motto link with the school mission statement?

.....

10.7 What is your personal vision for the school?

.....

10.8 What are your priority areas?

.....

11 Observations:

11.1 Strengths:

.....
.....

11.2 Weaknesses:

.....
.....

12 Recommendations:

12.1.....

.....

12.2.....

.....

12.3

.....

13 Conclusion:

.....
.....

Observed By:

Name: Signature:.....

Position: Date:

APPENDIX 4: SENIOR TEACHER OBSERVATION INSTRUMENT

REPUBLIC OF ZAMBIA



CONFIDENTIAL

MINISTRY OF GENERAL EDUCATION

DIRECTORATE OF STANDARDS AND CURRICULUM

DEPARTMENT OF STANDARDS AND EVALUATION

SENIOR TEACHER OBSERVATION INSTRUMENT

1 General Information:

Name of school: District: Province:

Name of senior teacher Sex: TS. No:

Qualifications:

Date of first appointment:

Date of appointed of the present position:

Confirmed/not confirmed:

Date reported to present school:

Date of last observation: Date of Observation:

Name of head teacher: Sex: TS. No:

2 Purposes of observation

.....
.....

• **Staffing level:** M F Total:

Establishment:

CLASSIFICATION	MALE	FEMALE	TOTAL
Masters degree			
1 st Degree			
Advanced diploma			

Diploma			
Certificate			
Untrained			
Others			

Comments:.....

3 Individual work plan (senior teacher):

.....

4 Daily routine for senior teacher:

.....

5 Comment

.....

Record management:

CLASSIFICATION	COMMENTS
Number of teachers observed	
Checking of pupils' books	
Checking of schemes of work/forecasts	
Checking of records of work for teachers	
Checking of staff attendance register	
Checking of class attendance register	
INSERT work in school	

6 Infrastructure/facilities

CATEGORIES	NUMBER AVAILABLE	CONDITION	COMMENTS
• Classrooms			
• Furniture			

• Chalkboard			
• Toilets			
• Playing fields			
• Specialized rooms			
• Administration offices			
• Boys' toilets (1: 20)			
• Girls' toilets (1: 10)			
• Showers			
• Male staff toilets			
• Female staff toilets			
• Water points			

Sources of water:

.....

.....

.....

Comments:

.....

.....

7 Teaching/learning resources/materials:

7.1 Availability:

.....

.....

7.2 Usage:

.....

.....

7.3 Guiding principles:

7.3.1 How often do you meet with the head teacher and deputy head?

.....

.....

7.3.2 What is the vision of the school?

.....

.....

7.3.3 What is the mission of the school?

7.3.4 What is the school motto?

.....

.....

7.3.5 How does the school motto link with the school mission statement?

.....

.....

8.3.6 What is your personal vision for the school?

.....

.....

8.3.7 What are your priority areas for the school?

.....

.....

9 Observations

9.1 Strengths:

.....

.....

9.2 Weaknesses:

.....

.....

Recommendation

.....

.....

.....

10 Conclusion

.....

.....

Observed By:

Name: Signature:.....

Position: Date:

Name: Signature:.....

Position: Date:

Name: Signature:.....

Position: Date:

APPENDIX 5: CLAS TEACHER OBSERVATION INSTRUMENT

REPUBLIC OF ZAMBIA

CONFIDENTIAL



MINISTRY OF GENERAL EDUCATION

DIRECTORATE OF STANDARDS AND CURRICULUM

DEPARTMENT OF STANDARDS AND EVALUATION

CLASS TEACHER OBSERVATION INSTRUMENT

1. Teacher's particulars:

Name of teacher:.....Sex:.....TS No:.....

Qualifications:

Date of first appointment:..... Confirmed/not confirmed:.....

Date teacher first reported to school:

Post:Other responsibilities:

School:.....District: Province:.....

Date of observation: Date last observed:

2. Observation Objective(s):

.....
.....

3. Lesson particulars:

Class taught Subject:

Topic:

Lesson Objective(s):

.....
.....
.....
.....

Number on roll: Boys: Girls: Total:

Number Present: Boys: Girls: Total:

Number Absent: Boys: Girls: Total:

Comments:

.....
.....
.....

CSEN: Boys: Girls: Total:

Observation(s):

.....
.....
.....

4. Organization and structure of the lesson (utilization of books/resources, pupil participation, individual attention, questioning techniques, knowledge of subject matter, individual, group and whole class activities)

- (a) Introduction

.....
.....
.....

- b) Development

.....
.....
.....
.....
.....

- (c) Conclusion

.....
.....
.....

5. Class Management:

- a) Time management

.....
.....

b) Punctuality

.....

.....

c) Classroom environment

.....

.....

6. Pupils' written work

.....

.....

(Adequacy, neatness, correctness & marking)

.....

.....

7. Personal and Professional Presentation (Teacher appearance, voice projection, etc.)

.....

.....

8. Preparation:

a) Schemes of work

.....

.....

.....

b) Weekly Forecast

.....

.....

.....

c) Lesson plans

.....

.....

.....

d) Teaching/learning aids

.....

.....

9. Documentation:

- Syllabus

.....

.....

Time table

.....

.....

Class register

.....

.....

Assessment records

.....

.....

Records of work

.....

.....

Text books

.....

.....

Observations:

(a) Strengths

.....

.....

.....

.....

(b) Weaknesses

.....

.....

.....

.....

.....

11. Recommendations:

.....

.....

.....

.....

.....

.....

12. Conclusion:

.....

.....

.....

.....

Particulars of the Education Standards Officers:

Name: Signature: Title: Date:

Checked by:

Name:..... Signature:Title: Date:

Name:..... Signature:Title: Date:

APPENDIX 6: INTERVIEW GUIDE FOR HEAD TEACHERS

Interviewer: You are most welcome to this very important interview. The interview results will never be revealed to any third persons without prior permission from you.

Interviewer: How long have you been a teacher in the teaching profession?

Respondent:.....

Interviewer: How long have you been the head teacher?

Respondent:.....

Interviewer: What are your professional qualifications?

Respondent:.....

Interviewer: How do you effectively implement your job description in this school?

Respondent:.....

Interviewer: How do you effectively manage curriculum change in your school?

Respondent:.....

Interviewer: How are the educational programmes like SPRINT, INSET implemented in your school?

Respondent:.....

Interviewer: How are the teaching and learning materials implemented in your school?

Respondent:.....

Interviewer: How are the teaching methods and techniques implemented in your school?

Respondent:.....

Interviewer: How do you interpret and implement the educational policies in your school?

Respondent:.....

Interviewer: How do you communicate important management information with your members of staff in your school?

Respondent:.....

Interviewer: What contributory role does the Parent Teacher Association (PTA) play in your school?

Respondent:.....

Interviewer: How are the co-curricular activities implemented in your school?

Respondent:.....

Interviewer: What are the negative factors or challenges which obstruct the effective management of curriculum change in your school?

Respondent:.....

Interviewer: What possible interventions would you put in place to reduce the challenges you face in your school?

Respondent:.....

Interviewer: What recommendations would you suggest to manage curriculum change effectively in your school?

Respondent:.....

Interviewer: Thank you so much for participating and attending this interview. I wish you the best in the management of curriculum change in your school.

APPENDIX 7: INTERVIEW GUIDE FOR DEPUTY HEAD TEACHERS

Interviewer: You are most welcome to this very important interview. The interview results will never be revealed to any third persons without prior permission from you.

Interviewer: How long have you been a teacher in the teaching profession?

Respondent:.....

Interviewer: For how long have you been a deputy head teacher?

Respondent:.....

Interviewer: What are your professional qualifications?

Respondent:.....

Interviewer: How do you implement your job description in the school environment?

Respondent:.....

Interviewer: How do you manage curriculum change effectively in your school?

Respondent:.....

Interviewer: How are the educational programmes, like SPRINT, implemented in your school?

Respondent:.....

Interviewer: How are the teaching and learning materials implemented in your school?

Respondent:.....

Interviewer: How are the teaching methods and techniques implemented in your school?

Respondent:.....

Interviewer: How do you interpret and implement the education policies in your school?

Respondent:.....

Interviewer: How do you communicate important management information with your members of staff in your school?

Respondent:.....

Interviewer: How are the co-curricular activities being implemented in your school?

Respondent:.....

Interviewer: What negative factors affect the effective management of curriculum change in your school?

Respondent:.....

Interviewer: What possible interventions would you implement to contain the challenges you face in your school?

Respondent:.....

Interviewer: What recommendations would you suggest to manage curriculum change effectively in your school?

Respondent:.....

Interviewer: Thank you so much for participating and attending this interview. I wish you the best in the management of curriculum change in your school.

APPENDIX 8: INTERVIEW GUIDE FOR SENIOR TEACHERS

Interviewer: You are most welcome to this very important interview. The interview results will never be revealed to any third persons without prior permission from you.

Interviewer: For how long have you been a teacher in the teaching profession?

Respondent:.....

Interviewer: For how long have you been a senior teacher?

Respondent:.....

Interviewer: What are your professional qualifications?

Respondent:.....

Interviewer: What work would I find you doing in your school if I visited you?

Respondent:.....

Interviewer: How do you implement your job description in the school environment?

Respondent:.....

Interviewer: How do you effectively manage curriculum change in your school?

Respondent:.....

Interviewer: How are the educational programmes like INSET implemented in your school?

Respondent:.....

Interviewer: How are the teaching and learning resources implemented in your school?

Respondent:.....

Interviewer: How are the teaching methods and techniques implemented in your school?

Respondent:.....

Interviewer: How do you interpret and implement the educational policies in the management of curriculum change in your school?

Respondent:.....

Interviewer: As senior teacher, how do you communicate important management information with your staff in your school?

Respondent:.....

Interviewer: How are the co-curricular activities implemented in your school?

Respondent:.....

Interviewer: What negative factors affect the effective management of curriculum change in your school?

Respondent:.....

Interviewer: What possible interventions or solutions would you implement to restrain the challenges you face in your school?

Respondent:.....

Interviewer: What recommendations would you suggest to effectively manage curriculum change in your school?

Respondent:.....

Interviewer: Thank you so much for participating and attending this interview. I wish you the best in the management of curriculum change in your school.

APPENDIX 9: INTERVIEW GUIDE FOR CLASS TEACHERS

Interviewer: You are most welcome to this very important interview. The interview results will never be revealed to any third persons without prior permission from you.

Interviewer: How long have you been a teacher in the teaching profession?

Respondent:.....

Interviewer: How long have you been a class teacher?

Respondent:.....

Interviewer: What are your professional qualifications?

Respondent:.....

Interviewer: How do you implement your job description in your classroom?

Respondent:.....

Interviewer: What work would I find you doing in your classroom if I visited you?

Respondent:.....

Interviewer: How do you effectively manage curriculum change in your classroom?

Respondent:.....

Interviewer: How do you implement the educational programmes in your classroom?

Respondent:.....

Interviewer: How do you implement the teaching and learning resources in your classroom?

Respondent:.....

Interviewer: How do you implement the teaching methods and techniques in your classroom?

Respondent:.....

Interviewer: How do you implement the education policies in your classroom?

Respondent:.....

Interviewer: What negative factors affect the effective management of curriculum change in your classroom?

Respondent:.....

Interviewer: What possible interventions or solutions would you implement to reduce the challenges you face in your classroom?

Respondent:.....

Interviewer: What recommendations would you suggest to be implemented in order to manage curriculum change effectively?

Respondent:.....

Interviewer: Thank you so much for participating and attending this interview. I wish you the best in the management of curriculum change in your classroom and school.

APPENDIX 10: CLASS TEACHER FOCUS GROUP INTERVIEW GUIDE

Interviewer: You are most welcome to this very important interview. The interview results will never be revealed to any third persons without prior permission from you.

Interviewer: What work would I find you doing in your classrooms or school if I visited you?

Participants:.....

Interviewer: How are your job-descriptions executed or implemented in your classrooms?

Participants:.....

Interviewer: What factors make you manage curriculum change effectively in your classrooms?

Participants:.....

Interviewer: How are educational programmes like SPRINT implemented in your school?

Participants:.....

Interviewer: How are the teaching and learning materials implemented in your classrooms?

Participants:.....

Interviewer: How are the teaching methods and techniques implemented in your classrooms?

Participants:.....

Interviewer: How do you interpret and implement the educational policies in your classrooms?

Participants:.....

Interviewer: What are the negative factors or challenges that hinder the effective management of curriculum change in your classrooms or school?

Participants:.....

Interviewer: What interventions would you implement to curb the challenges that you face in managing curriculum change in your classrooms or school?

Participants:.....

Interviewer: What recommendations would you suggest to effectively manage curriculum change in your classrooms or school?

Participants:.....

Interviewer: Thank you so much for participating and attending this interview. I wish you the best in the management of curriculum change in your classrooms and school.

APPENDIX 11: REGISTRATION LETTER

TO: sipatonyanafrank@yahoo.co.uk

29 Mar at 8:11 PM



2011 A I R M A I

SIPATONYANA F B MR

STUDENT NUMBER: 4494-631-7

MONGU DISTRICT EDUC BOARD

DEPT OF DISTANCE EDUCATION

ENQUIRIES TEL: 0861670411

P O BOX 910035 FAX: (012) 429-4150: MONGU
ZAMBIA

e-MAIL: mandd@unisa.ac.za

2017-03-29

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: DED (EDUC MANAGEMENT) (98437)
PROVISIONAL EXAMINATION CODE PAPERS NAME OF STUDY UNIT
WEIGHT LANG. EXAM.DATE CENTRE (PLACE)

Study units registered without formal exams: @ TFEDM05 D ED - EDUCATIONAL
MANAGEMENT 0.320 ETFEDM05 D ED - EDUCATIONAL MANAGEMENT
0.320 E @ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof. Q.M. Temane

Registrar (Acting)

0108 0 00 0 TEXT.txt [Reply Reply to All Forward More](#)

APPENDIX 12: COLLEGE OF EDUCATION RESEARCH ETHICS CLEARANCE LETTER



COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

13 July 2016

Ref # **2016/07/13/44946317/33/MC**
Student#: Mr FB Sipatonyana
Student Number#: 44946317

Dear Mr FB Sipatonyana

Decision: Ethics Approval

Researcher Mr FB Sipatonyana
Tel: +260 977238226
Email: sipatonyanafrank@yahoo.co.za

Supervisor: Prof. EJ van Niekerk
College of Education
Department of Educational Leadership and Management
Tel: +2783 276 3896
Email: yniekej@unisa.ac.za

Proposal: The management of curriculum change in basic schools in Mongu Township in Zambia

Qualification: D Ed in Educational Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 13 July 2016.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee.*



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number **2016/07/13/44946317/33/MC MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,



Dr M Claassens

CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof VI McKay
EXECUTIVE DEAN

**APPENDIX 13: CONSENT LETTER TO THE DISTRICT EDUCATION BOARD
SECRETARY (DEBS)**

2016.02.26

The District Education Board Secretary,
Ministry of General Education,
Mongu District Education Board,
P.O. Box 910035, **MONGU**, Western Province, Zambia.

Dear District Education Board Secretary (DEBS),

**RE: PERMISSION TO CONDUCT AN EMPIRICAL RESEARCH IN BASIC SCHOOL
A AND BASIC SCHOOL B IN MONGU TOWNSHIP**

The above captioned subject refers

I, Frank Buzike Sipatonyana, am doing research with Prof E. J. van Niekerk, a Professor in the Department of Educational Leadership and Management towards a Doctor of Education degree in Educational Management at the University of South Africa (UNISA). I am inviting your members of staff to participate in the empirical study. The empirical research title is: *'The management of curriculum change in basic schools in Mongu Township in Zambia'*. The research participants will comprise: the head teachers of the two sampled basic schools, the deputy head teachers, the senior teachers and the class teachers which will all be drawn from Basic School A and Basic School B in Mongu Township.

I, therefore, seek permission to conduct an empirical research in Basic School A and Basic School B. The focus of the research or study is to; firstly, pinpoint the many challenges that the school management teams and class teachers face in managing curriculum change in the basic schools. Secondly, to find the way forward to those challenges faced by the basic school management teams and class teachers. The study is also conducted to offer a contribution to the body of knowledge on managing curriculum change in the basic schools. The researcher will investigate into how effectively the basic school management teams and class teachers manage curriculum change in the two basic schools. Additionally, the study is conducted in order to provide guidelines on the way forward regarding the implementation of curriculum

change and change processes and also the interpretation of the educational policies provided by the basic school management teams and class teachers.

The participants will contribute data to the study through unstructured, semi-structured and focus group interviews and observations. The participants will be observed on how they carry out their daily school routines in view of managing curriculum change. The following participants will be taking part in the individual semi-structured interviews (60 minutes): the head teachers of the two basic schools, the deputy head teachers, the senior teachers and the class teachers. The duration of 60 minutes will also be required for the participants taking part in the focus group interviews within which they will respond to research questions. The focus group interviews to be conducted will comprise a maximum of only 6 class teachers from each school as research participants to respond to the empirical research questions during each of the focus group interviews done at the sampled basic schools.

The two institutions have been selected to take part in this study because it was felt that the research participants will offer basic information on the management of curriculum change in the basic schools. The research participants have been selected because they are the right ones to respond to the research questions as implementers and interpreters of the curriculum change and educational policies respectively. The basic schools have been sampled because of the rich historical background they have and huge population of class teachers and learners. Potential risks during the period of research are inevitable and will be taken care of, for example, if a research respondent falls sick, drops out, or is transferred, a fresh sampling will be executed to replace the one who drops out. The participation in this study is voluntary, the participants may withdraw from the study at any time without any form of punishment and confidentiality, privacy and anonymity will be upheld strictly in the study. The researcher will maintain research ethics. The research findings will not be disclosed to anyone but will be communicated to the studied institutions after a period of 12 months from the time the research report is published. The researcher's personal contact details are stated below.

Your consent is highly appreciated in this regard. I will wait for your granting me permission and authority to freely conduct the study in the two selected basic schools in your district.

Yours faithfully,

FRANK BUZIKE SIPATONYANA

Researcher's contact addresses:
+260-977-238-226; +260-965-888-226;
sipatonyanafrank@yahoo.co.uk, sipatonyanafrank@gmail.com

APPENDIX 14: CONSENT LETTER TO THE HEAD TEACHER OF BASIC SCHOOL A

2016.02.26

The Head teacher,
Ministry of General Education
Basic School A,
Mongu District Education Board,
P.O. Box 910035,
MONGU. Western Province, Zambia.

Dear Head Teacher,

RE: PERMISSION TO CONDUCT AN EMPIRICAL RESEARCH AT BASIC SCHOOL A

The above captioned subject refers

I, Frank Buzike Sipatonyana, am doing research with Prof E. J. van Niekerk, a Professor in the Department of Educational Leadership and Management towards a Doctor of Education degree in Educational Management at the University of South Africa (UNISA). I am inviting you and your members of staff to participate in the empirical study. The research title is: *'The management of curriculum change in basic schools in Mongu Township in Zambia'*. The research participants for the study will comprise: yourself, being the basic school manager, the deputy head teacher, the senior teachers and the class teachers. Your basic school is one of the two sampled basic schools in Mongu Township.

I, therefore, seek permission to conduct an empirical research in Basic School A. The focus of the empirical research is to; firstly, pinpoint the many challenges that the basic school management teams and class teachers face in managing curriculum change. Secondly, to find the way forward to those challenges faced by the school management teams and class teachers. The study is also conducted to offer a contribution to the body of knowledge on managing curriculum change in the basic schools. The researcher will investigate into how effectively the basic school management teams and class teachers manage curriculum change in the basic school. Additionally, the study is conducted in order to provide guidelines on the way forward

on the implementation of curriculum change and change processes and the interpretation of the educational policies provided by the basic school management teams and class teachers.

The participants in this study will contribute data through unstructured, semi-structured and focus group interviews, and classroom observations. The research participants will be observed for a minimum of 60 minutes on how they carry out their daily school routines in view of managing curriculum change. The duration of 60 minutes will be required for the following participants taking part in the individual structured interviews: the head teachers of the two schools, the deputy head teachers, the senior teachers and the class teachers. The focus group interview to be conducted by the researcher will comprise a maximum of only 6 class teachers as research participants to respond to the research questions during the focus group interview done at the school.

Your basic school has been selected to take part in this study because it was felt that the research participants could offer basic information on the management of curriculum change in the basic schools. The research participants have been selected because they are the right ones to respond to the research questions as implementers and interpreters of the curriculum and educational policies respectively. Your basic school is one of the two sampled basic schools in Mongu Township. The basic school has been sampled because of the rich historical background it has and the huge population of class teachers and learners.

Potential risks during the period of research are inevitable and will be taken care of, for example, if a research respondent falls sick, drops out, or is transferred, a fresh sampling will be executed to replace the one who drops out. There is assurance that participation in this study is voluntary, that the participants may withdraw from the study at any time without punishment and that confidentiality, privacy and anonymity will strictly be upheld in the study. The researcher will, for that reason, maintain and uphold research ethics. The research findings will not be disclosed to anyone, but will be communicated to the studied institutions after a period of 12 months from the time the research report is published.

Your consent is highly appreciated in this regard. I will wait for your consent to grant me permission and authority to conduct the study in your basic school.

Yours faithfully,

FRANK BUZIKE SIPATONYANA

Researcher's contact cell phone numbers are: +260-977238226, +260-965888226 and email addresses: sipatonyanafrank@yahoo.co.uk, sipatonyanafrank@gmail.com

**APPENDIX 15: CONSENT LETTER TO THE HEAD TEACHER OF BASIC
SCHOOL B**

2016.02.26

The Head teacher,
Ministry of General Education
Basic School B,
Mongu District Education Board,
P.O. Box 910035,
MONGU. Western Province, Zambia.

Dear Head Teacher,

**RE: PERMISSION TO CONDUCT AN EMPIRICAL RESEARCH AT BASIC SCHOOL
B**

The above captioned subject refers

I, Frank Buzike Sipatonyana, am doing research with Prof E. J. van Niekerk, a Professor in the Department of Educational Leadership and Management towards a Doctor of Education Programme in Educational Management at the University of South Africa (UNISA). I invite you and your members of staff to participate in the empirical study. The research title is: *'The management of curriculum change in basic schools in Mongu Township in Zambia'*. The research participants for the study will comprise: yourself, being the basic school manager, the deputy head teacher, the senior teachers and the class teachers. Your basic school is one of the two sampled basic schools in Mongu Township. The basic school has been sampled because of the rich historical background it has and the huge population of class teachers and learners.

I, therefore, seek permission to conduct an empirical research in Basic School B. The focus of study is to; firstly, pinpoint the many challenges that the school management teams face in managing curriculum change. Secondly, to find the way forward to those challenges faced by the school management teams and class teachers. The study is also conducted to offer a contribution to the body of knowledge on managing curriculum change in the basic schools. The researcher will investigate into how effectively the basic school management teams and

class teachers manage curriculum change in the two basic schools. Additionally, the study is conducted in order to provide guidelines on the way forward on the implementation of curriculum change and change processes provided by the school management teams and class teachers.

The participants in this study will contribute data through unstructured, semi-structured and focus group interviews. The participants will be observed on how they carry out their daily school routines in view of managing curriculum change. The duration of 60 minutes will be required for the research participants taking part in the individual structured interviews: the head teachers of the two schools, the deputy head teachers, the senior teachers and the class teachers. The duration of 60 minutes will be required for the participants in the focus group interviews to respond to approximately 10 research questions. The focus group interview to be held will comprise only 6 class teachers as research participants to respond to the research questions during the focus group interview done at the basic school.

Your basic school has been selected to take part in this study because it was felt that the research participants could offer basic information on the management of curriculum change in the schools. The research participants have been selected because they are the right ones to respond to the research questions as implementers and interpreters of the curriculum change and policies respectively. The basic school has been sampled because of the rich historical background it has and huge population of class teachers and learners.

Potential risks during the period of research are inevitable and will be taken care of, for example, if a research respondent falls sick, drops out, or is transferred, a fresh sampling will be executed to replace the one who drops out. There is assurance that participation in this study is voluntary, that the participants may withdraw from the study at any time without punishment and that confidentiality, privacy and anonymity will strictly be upheld in the study. The researcher will maintain and uphold research ethics. The research findings will, for that reason, not be disclosed to anyone but will be communicated to the studied institutions after a period of 12 months from the time the research report is published.

Your consent is highly appreciated in this regard. I will wait for your consent to grant me permission to conduct the study in your basic school.

Yours faithfully,

FRANK BUZIKE SIPATONYANA

Researcher's contact addresses:

+260-977238226, +260-965888226;

sipatonyanafrank@yahoo.co.uk, sipatonyanafrank@gmail.com

**APPENDIX 16: CONSENT LETTER FOR THE HEAD TEACHERS, THE DEPUTY
HEAD TEACHERS, THE SENIOR TEACHERS AND THE CLASS
TEACHERS INTERVIEWS**

2016.02.26

The District Education Board Secretary
Ministry of General Education,
Mongu District Education Board,
P.O. Box 910035,
MONGU. Western Province, Zambia.

Dear District Education Board Secretary (DEBS),

**RE: PERMISSION TO CONDUCT AN EMPIRICAL RESEARCH WITH THE HEAD
TEACHERS, THE DEPUTY HEAD TEACHERS, THE SENIOR TEACHERS, THE
CLASS TEACHERS THROUGH SEMI-STRUCTURED, UNSTRUCTURED AND
FOCUS GROUP INTERVIEWS**

The above captioned subject refers

I, Frank Buzike Sipatonyana, am doing research with Prof E. J. van Niekerk, a Professor in the Department of Educational Leadership and Management towards a Doctor of Education Programme in Educational Management at the University of South Africa (UNISA). The research title is: *'The management of curriculum change in basic schools in Mongu Township in Zambia'*. The research participants will comprise the listed research participants above.

I, therefore, seek permission to conduct an empirical research in Basic School A and Basic School B. The focus of the study is to firstly pinpoint the many challenges that the school management teams and class teachers face in managing curriculum change. Secondly, to find the way forward to those challenges faced by the school management teams and class teachers. The study is also conducted to offer a contribution to the body of knowledge on managing curriculum change in the basic schools. The researcher will investigate into how effectively the basic school management teams manage curriculum change in the two basic schools. Additionally, the study is conducted in order to provide guidelines on the way forward on the

implementation of curriculum change and the interpretation of the educational policies provided by the school management teams and class teachers.

The participants in this study will contribute data through unstructured, semi-structured and focus group interviews. The participants will be observed on how they carry out their daily school routines in view of managing curriculum change. The duration of 60 minutes will be required for the research participants taking part in the individual interviews: the head teachers of the two schools, the deputy head teachers, the senior teachers and the class teachers. The focus group interviews to be held will comprise a maximum of 6 class teachers as research participants to respond to the research questions at each basic school.

Your two basic schools have been selected to take part in this study because it was felt that the research participants could offer and provide basic information on the management of curriculum change in the schools. The research participants will be selected because they are the right ones to respond to the research questions as implementers and interpreters of the curriculum and policy respectively. The basic schools have been sampled because of the rich historical background they have and due to the huge population of class teachers and learners.

Potential risks during the period of research are inevitable and will be taken care of, for example, if a research respondent falls sick, drops out, or is transferred, a fresh sampling will be executed to replace the one who drops out. There is great assurance that participation in this study is voluntary, that the participants may withdraw from the study at any time without punishment and that confidentiality, privacy and anonymity will strictly be upheld in the study. The researcher will, for that reason, maintain and uphold research ethics. The research findings will not be disclosed to anyone but will be communicated to the studied institution.

Your consent is highly appreciated in this regard. I will wait for your consent to grant me permission and authority to conduct the study in your basic schools.

Yours faithfully,

FRANK BUZIKE SIPATONYANA

Researcher's contact addresses:

+260-977238226, +260 , 965888226;

sipatonyanafrank@yahoo.co.uk, sipatonyanafrank@gmail.com

APPENDIX 17: CONSENT LETTER FOR THE CLASS TEACHER FOCUS GROUP INTERVIEW IN BASIC SCHOOL A

2016.02.26

The research participants,
..... Basic School,
Ministry of General Education,
Mongu District Education Board,
P.O. Box 9100143,
MONGU. Western Province, Zambia.

Dear Class Teachers,

SUBJECT: PARTICIPATION IN A FOCUS GROUP INTERVIEW SESSION

The above captioned subject refers.

This letter is an invitation to consider participating in an empirical study. I, Frank Buzike Sipatonyana, am conducting my research as a doctoral student at the University of South Africa (UNISA) under the title *The management of curriculum change in basic schools in Mongu Township in Zambia*. My promoter is Prof E. J. van Niekerk, a Professor in the Department of Educational Leadership and Management. Permission for the study has been given by the Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible research participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of research in education is substantial and well documented. The focus of my study is to firstly pinpoint the many challenges that the basic school management teams and class teachers face in managing curriculum change. Secondly, to find the way forward to those challenges faced by the school management team. The researcher will investigate how effectively the basic school management team and class teachers manage curriculum change in the selected basic schools. In this interview I would like to have your views and opinions on this topic. This information can be used to improve the management skills in managing curriculum change. Essentially, the

study is conducted in order to determine how effectively the implementation of curriculum change and interpretation of education policies provided by the school management teams and class teachers is in your basic school.

Your participation in this study is voluntary. It will involve an interview of approximately 60 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences. With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points.

All information you provide is considered completely confidential. Your names will not appear in any publications resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 12 months in my locked office or another secure place. There are no known or anticipated risks to you as a participant in this study. Participation in this study is entirely voluntary.

You have been sampled as a research participant to contribute data to the study through interviews. You will, therefore, take part in a focus group interview to be conducted by the researcher. The duration of approximately 60 minutes will be required for your participation in the interview within which you will respond to about 10 research questions. The focus group interview to be held will comprise 6 class teachers to respond to the research questions. Participation is voluntary, the participants may withdraw from the study at any time without punishment and confidentiality, privacy and anonymity will strictly be upheld in the study. The researcher will, for that reason, maintain and uphold the above articulated research ethics.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me using my personal contact addresses as indicated: my personal cell phone numbers are: +260-977238226, +260-965888226; emails: sipatonyanafrank@yahoo.co.uk; sipatonyanafrank@gmail.com. I look forward to speaking with you very much and thank you in advance for your assistance in this

project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the page which is separately provided for you.

Your consent is highly appreciated in this regard. Awaiting your active participation in this study.

Yours faithfully,

Frank Buzike Sipatonyana

Researcher's contact addresses: +260-977238226, +260-965888226;
sipatonyanafrank@yahoo.co.uk, sipatonyanafrank@gmail.com

APPENDIX 18: CONSENT LETTER FOR THE CLASS TEACHER FOCUS GROUP INTERVIEW IN BASIC SCHOOL B

2016.02.26

The Research Participants
Basic School B,
Ministry of General Education
Mongu District Education Board,
P.O. Box 9100143,
MONGU. Western Province, Zambia.

Dear Class Teachers,

SUBJECT: PARTICIPATION IN A FOCUS GROUP INTERVIEW SESSION

The above captioned subject refers.

This letter is an invitation to consider participating in an empirical study. I, Frank Buzike Sipatonyana, am conducting my research as a doctoral student at the University of South Africa (UNISA DEd title: *The management of curriculum change in basic schools in Mongu Township in Zambia*. My promoter is Prof E. J. van Niekerk, a Professor in the Department of Educational Leadership and Management. Permission for the study has been given by the Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible research participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of research in education is substantial and well documented. The focus of my study is to firstly pinpoint the many challenges that the basic school management teams and class teachers face in managing curriculum change. Secondly, to find the way forward to those challenges faced by the school management team. The researcher will investigate how effectively the basic school management teams manage curriculum change in the selected basic schools. In this interview I would like to have your views and opinions on this topic. This information can be used to

improve the management skills in managing curriculum change. Essentially, the study is conducted in order to determine how effective the implementation of curriculum change by the school management team is in your basic school.

Your participation in this study is voluntary. It will involve an interview of approximately 60 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences. With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points.

All information you provide is considered completely confidential. Your names will not appear in any publications resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 12 months in my locked office or another secure place. There are no known or anticipated risks to you as a participant in this study. Participation in this study is voluntary.

You have been sampled as a research participant to contribute data to the study through interviews. You will, therefore, take part in a focus group interview to be conducted by the researcher. The duration of approximately 60 minutes will be required for your participation in the interview within which you will respond to about 10 research questions. The focus group interview to be held will comprise 6 class teachers to respond to the research questions. Participation is voluntary, the participants may withdraw from the study at any time without punishment and confidentiality, privacy and anonymity will strictly be upheld in the study. The researcher will, for that reason, maintain and uphold the above articulated research ethics.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me using my personal addresses as follows: cell phone numbers are: +260-977238226, +260-965888226; my email addresses: sipatonyanafrank@yahoo.co.uk; sipatonyanafrank@gmail.com. I look forward to speaking with you very much and thank you in advance for your participation and assistance in this

project. If you accept my invitation to participate, I will request you to sign the consent form which follows on the page which is separately provided to you.

Your consent is highly appreciated in this regard. Awaiting your active participation in this study.

Yours faithfully,

Frank Buzike Sipatonyana

Researcher's contact addresses: +260-977238226, +260-965888226;
sipatonyanafrank@yahoo.co.uk, sipatonyanafrank@gmail.com

APPENDIX 19: CONSENT FORM FOR THE FOCUS GROUP INTERVIEW

I have read the information presented in the information letter about the study conducted. I have had the opportunity to ask questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that we have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Details of the focus group interview research participants

<u>Full Names</u>	<u>Sex</u>	<u>Date</u>	<u>Signature</u>
1.			
2.			

Details of the researcher

<u>Full Names:</u>	<u>Sex</u>	<u>Date</u>	<u>Signature</u>
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Frank Buzike Sipatonyana	M		
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Researcher's contact addresses: +260-977238226, +260-965888226;
sipatonyanafrank@yahoo.co.uk, sipatonyanafrank@gmail.com

APPENDIX 20: FOCUS GROUP CONFIDENTIALITY AGREEMENT FORM

We, the undersigned, grant consent that the information we share during the focus group discussions (focus group interviews) may only be used by the researcher, Frank Buzike Sipatonyana, for research purposes. We are aware that the group discussions will be digitally recorded and grant consent for these recordings, provided that our privacy will be protected. We undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality and anonymity.

Details of the focus group interview research participants

<u>Full Names</u>	<u>Sex</u>	<u>Date</u>	<u>Signature</u>
1.			
2.			
3.			
4.			
5.			
6.			

Details of the researcher

<u>Full Names:</u>	<u>Sex</u>	<u>Date</u>	<u>Signature</u>
Frank Buzike Sipatonyana	M		

Researcher's contact addresses: +260-977238226, +260-965888226;
sipatonyanafrank@yahoo.co.uk, sipatonyanafrank@gmail.com